Massachusetts General Hospital
School of Nursing
1958-1960

MASSACHUSETTS GENERAL HOSPITAL

SCHOOL OF NURSING

Boston, Massachusetts

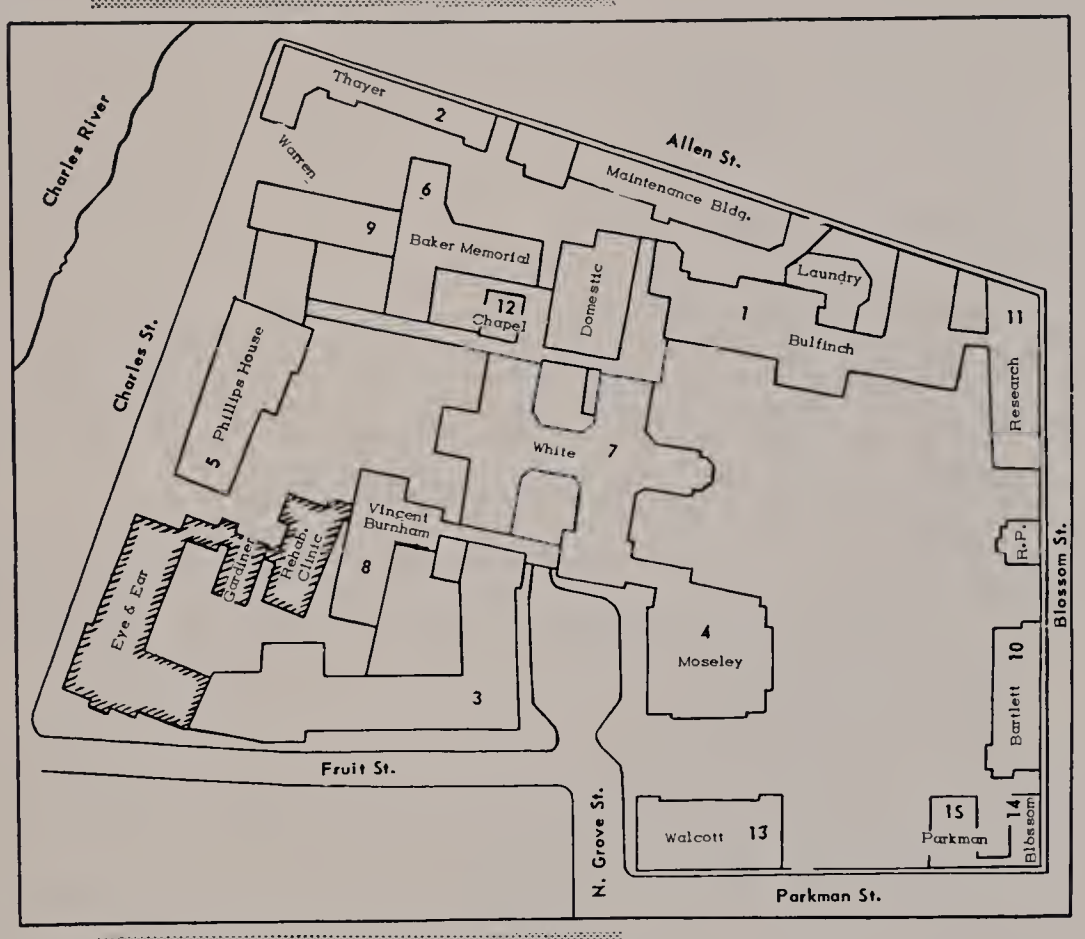
1958-1960

A Model of the

Massachusetts General Hospital

Massachusetts General

Hospital



1. BULFINCH BUILDING
2. THAYER HOUSE
3. THE CLINICS
4. MOSELEY BUILDING
5. PHILLIPS HOUSE
6. BAKER MEMORIAL
7. GEORGE ROBERT WHITE BUILDING
8. VINCENT-BURNHAM
9. WARREN BUILDING
10. BARTLETT HALL
11. RESEARCH BUILDING
12. THE CHAPEL
13. WALCOTT HOUSE
14. 30 BLOSSOM STREET
15. PARKMAN STREET (17-19-21)

Table of Contents

Foreword 9

The Massachusetts General Hospital

Purpose 12
Early History 12
Achievements in Medical Science 13
Present Day Service 14

The Diploma Program

Trustees of the School 18
Advisory Council 18
Officers of Administration and Instruction 19
Members of the Faculty and Teaching Staff 20
Lecturers 21
Committees of the School 23
Aim and Philosophy 26
History of the School 28
Contributions of Alumnae 29
Facilities Utilized for Instruction 30
Teaching Staff 31
Accreditation and Registration 32
Citizenship Requirements 32

General Information:

Selection and Admission 33
Age, Civil State, and Education 33
Application for Admission 34
Time Credit for College 35
Tuition and Fees 35
Scholarships and Loans 37
Evaluation, Advancement and Graduation 38

Table of Contents

Obtaining a College Degree 38
Residences 38
Guidance Program 39
Extra-Curricular Activities 39
Religion 41
Vacation and Absence 41
Health Program 42

Instructional Program 46

Introductory Courses 48
Clinical Courses 54
Interneship Program 65

The Coordinated Program Conducted by Radcliffe College and the School of Nursing

Aim and Philosophy 72
Committees 73
Administrative Officers and Faculty 73
Calendar 74
Admission 75
Guidance Program 75
Health Program and Vacations 76
Requirements for Advancement and Graduation 77
Scholarships and Loans 77
Tuition and Fees 78

Students 80

FOREWORD

SCHOOLS of nursing vary as to opportunity. Every young woman who considers entering a school of nursing should learn the essentials of a good school; otherwise she may find after spending three years in the school and being graduated from it, that the curriculum failed to provide the theory and practice necessary for the adequate preparation of the nurse of today. The inadequately prepared nurse will find many avenues of advancement closed to her. A prospective applicant should select a nursing school that is accredited by the State Board of Nurse Examiners of the state where the school is located, and likewise is accredited by similar Boards in those other states where the applicant may wish to practice. In every state, graduation from an accredited school is a necessary requisite for state registration. Only registered nurses may become members of the American Nurses Association, the Government Nursing Services, and the Red Cross Nursing Service.

The good school provides adequate clinical experience, employs well prepared teachers, possesses well equipped class rooms, provides good working conditions, and has an adequate and well balanced curriculum. It also provides good living conditions, reasonable hours of work, suitable facilities for recreation, makes every effort to maintain the health of the students, and takes good care of them when they are ill. All accredited schools prepare their graduates adequately for the practice of surgical, medical, obstetric, pediatric, and psychiatric nursing. These schools also teach the principles of public health nursing and the fundamentals of the nursing care of patients with communicable diseases. The last decade has brought a new emphasis on the importance of the maintenance of health and prevention of illness. The nurse has a very important role as a teacher of health; therefore, the good school of nursing incorporates the social and health aspects of nursing throughout the entire curriculum and the principles, practices, and techniques of health teaching into certain specific courses.

The location of a school of nursing has much to do with the educational and cultural opportunities available to student nurses. The prestige of the school and the standing and accomplishments of the alumnae are matters of importance. A survey of the fields in which the graduates of

a school are employed, an estimate of their standard of work, and a review of the importance of the positions which they hold are among the measuring rods by which the success of a school may be judged.

The prospectus of a school of nursing generally makes a statement as to whether a school is accredited by the State Board of Nurse Examiners. If no such statement is made, this information will be supplied by the Board. The office of the Board of Nurse Examiners is usually located in the Capitol Building of each state.

The study of nursing brings further opportunities for education to the high school graduate, at a relatively small expense to the student. This is possible because the student, as she learns, assists with the hospital care of the patient, and so defrays the cost of her instruction and maintenance.

As a profession, nursing is still fluid; new trends are constantly developing enlarged horizons and fields of service. The woman who has aptitude and broad professional preparation for her work in nursing will find satisfactions seldom found in other careers for women.

Even when nursing is not followed as a career, the nurse finds her education an excellent preparation for the administration of a home and the upbringing of children, as well as citizenship in community life. Her knowledge of life, of health, and of the prevention of disease should prepare her to make a valuable contribution to the welfare of her community.

The Massachusetts General Hospital

Purpose of the Hospital. The Hospital achieves in many ways its major purposes: the care of the sick, the prevention of illness and the promotion of health, the research into the cause and treatment of disease, and the teaching of the varied groups concerned with all these purposes. The fundamental philosophy still places the needs of the patient first. Stimulation and high interest also prevail in this hospital where even today history is being made. The educational climate in such an institution fosters the learning interests of all its students. In such an atmosphere the opportunities for student nurses to achieve desirable attitudes and standards are unlimited.

Early History of the Hospital. The School of Nursing is an integral part of the Massachusetts General Hospital. This Hospital, the third oldest private hospital in America and the oldest in New England, received its charter of incorporation in 1811. The corner stone of the original building was laid July 4, 1818. This building is of Chelmsford granite and was designed by Charles Bulfinch. The interior has been modernized to meet the present-day demands of the one hundred and seventeen patients housed within its walls; but great care has been taken to preserve the general lines of the building, the beautiful halls, and the lovely doorways. The Bulfinch Building stands with Faneuil Hall and the State House as fine examples of the work of that great architect of the eighteenth century. The Hospital is over one hundred and thirty years old and from one building has increased to a group numbering about twenty separate buildings. With few exceptions all have been extensively remodeled or recently erected. The first patient was admitted in 1821, and for well over a century the Hospital has maintained a standard of service which has enabled it to retain its place among the leading hospitals of the world. Members of the medical and administrative personnel have made contributions to the improvement of the care of the sick which are of far reaching significance.

A Few Pioneering Achievements in Medical Science at the Massachusetts General Hospital

1843 Dr. Oliver Wendell Holmes, physician as well as author, published his essay on the "Contagiousness of Puerperal Fever".

1846 First public demonstration of ether as an anesthetic in an operation.

1872 Development of an instrument for crushing stones in the bladder. Studies continuing today to prevent formation of kidney stones.

1873 The third School of Nursing founded in America. More trained nurses have graduated from this School than from any other in New England.

1886 First recognition of appendicitis and development of an operating technique for removal of appendix.

1895 Pioneering in the use of X-ray within thirty days after announcement of its discovery in Germany. Use of first X-ray tube imported into this country.

1905 First Medical Social Service Department inaugurated in a hospital.

1909 Collapse treatment for tuberculosis of the lung developed.

1914 Development of a system of follow-up for surgical cases to enable the surgeon to appraise the permanent value of the operation.

1931 Development of surgery for the relief of chronic heart condition and high blood pressure.

1932 Development of hip-nailing to stabilize the hip after fracture and enable it to heal.

1937 Radioactive iodine for tracer studies first used in cooperation with the Massachusetts Institute of Technology in the Thyroid Clinic.

1940 to 1945 Simultaneous war time studies with other institutions under Govment contract of burns, soldier's heart, psychiatric tests for aviators, anti-malarial drugs, fractures and wound healing, and shock resulting from wounds.

1948 The first use of radioactive P32 in the tracing of brain tumors.

1953 Discovery of coenzyme A. (For which Dr. Fritz Lipmann shared the 1953 Nobel Prize in Medicine and Physiology).

Present-Day Service. Today, as in former years, this great Hospital with a professional staff composed of experts in the different branches of medicine, and with laboratories directed by men who are authorities in their own fields, is continually contributing to the welfare of humanity. But to the contribution of the doctor to-day is added that of the professional women in the services of diet therapy, occupational and physical therapy, social service, and nursing.

That its facilities may be available to people of moderate means, the largest group in any community, the Hospital, in 1930, erected a new building for the exclusive use of this group of patients. It is named the Baker Memorial in the memory of the parents of the largest donor to the funds which made this building possible. The building is so organized and administered that the patient not only has for his use the facilities indicated above, but he may also know, upon admission, just what his hospital stay will cost. The details of the unusual contribution that this department of the Hospital has made to the medical care of people of moderate means cannot be given here, but the Baker Memorial is considered one of the outstanding contributions which the last decade has made to hospital service.

In 1939, the George Robert White Surgical Building was opened. Besides wards and rooms for patients there are located in this building operating rooms, a central supply room, the x-ray department, surgical laboratories, and the emergency ward.

Through the fusion of the Huntington and the Vincent Memorial Hospitals with the Massachusetts General Hospital in 1942, the tumor and gynecologic services have been greatly strengthened. A new building, housing the Vincent Memorial Hospital for 46 gynecologic patients and the Burnham Memorial Hospital for children, was opened in November, 1948, increasing the pediatric capacity from 38 to 85.

The psychiatric division of the Massachusetts General Hospital is the McLean Hospital, located in Waverley, twelve miles from Boston. However, a ward and an active out-patient clinic care for patients with mental and emotional needs in the General Hospital.

The Research Building by its close proximity to the Hospital makes possible frequent and personal contact between clinicians and basic scientists. It provides a unique opportunity for effective exchange of ideas so essential to rapid progress in the understanding and management of disease processes.

In 1955 the Hospital added to its already existing ambulatory services in The Clinics, a Family Health Service conducted with Harvard Medical School, to care for families who need preventive and therapeutic services in the home as well as in the Hospital.

The new Warren Building establishes a link between the Hospital and the great scientific resources of Harvard University and the Massachusetts Institute of Technology. Three floors of the building house the Pathology Department and four other floors will be devoted to clinical and research laboratories for Neurology, Neurosurgery, Psychiatry, and Dermatology. In addition, the new building will eventually provide patient areas.

Today the Massachusetts General Hospital cares for adults and children acutely ill with general medical and surgical diseases. A small unit is provided for patients ill with communicable diseases.

THE
DIPLOMA PROGRAM

School of Nursing

TRUSTEES' COMMITTEE

MR. JOHN E. LAWRENCE, Chairman
MR. LLOYD D. BRACE
MRS. ROBERT HOMANS
DR. CHESTER M. JONES
MRS. LLOYD D. BRACE
DR. GORDON SCANNELL
MRS. VAN COURTLANDT ELLIOTT
DR. ROBERT L. BERG
MRS. CHARLES A. COOLIDGE
DR. DEAN A. CLARK, General Director
MISS RUTH SLEEPER, Director, School of Nursing

ADVISORY COUNCIL

MRS. NELSON ALDRICH
MRS. GARDINER H. FISKE
MRS. LLOYD D. BRACE
MISS MARY GILMORE
MISS JOSEPHINE C. BARBOUR
MRS. ROBERT HOMANS
MISS ALICE F. CASEY
MRS. PENELOPE KARR HOPE
MRS. CHARLES A. COOLIDGE
MRS. DELBERT JACKSON
MISS SIGRID EDGE
MRS. W. K. JORDAN
MRS. VAN COURTLANDT ELLIOTT
DR. JANET McARTHUR
MRS. HARRIS FAHNESTOCK
MISS MARGUERITE M. RYAN
MRS. ANNE LYONS TWOMEY
DR. DEAN A. CLARK, General Director
MISS RUTH SLEEPER, Director, School of Nursing

HONORARY MEMBERS

MRS. ARTHUR W. BELL
MRS. G. TAPPAN FRANCIS
MRS. HENRY BIGELOW
MRS. THOMAS MOTLEY
MRS. JOHN R. POST

School of Nursing

OFFICERS OF ADMINISTRATION AND INSTRUCTION

RUTH SLEEPER, R.N., B.S., M.A., L.H.D., D.Sc., Director of the School of Nursing and Nursing Service

SYLVIA PERKINS, R.N., B.S., M.A., Assistant Director of the School of Nursing and Chairman of the Coordinated Program Conducted by Radcliffe College and the School of Nursing

JESSIE STEWART, R.N., B.S., M.Ed., Assistant Director of the School of Nursing and Chairman of the Diploma Program

HELEN SHERWIN, R.N., B.S., A.M., Instructor in Social Sciences and Supervisor of Instruction in Science

KATHERINE HARDEMAN, R.N., B.S., M.S., Instructor and Coordinator of Senior Interneship

NATALIE PETZOLD, R.N., B.S., Instructor in Fundamentals of Nursing and Coordinator of First Year Instruction

EDNA S LEPPER, R.N., B.S., Associate Director of Nursing Service

OTHER OFFICERS OF ADMINISTRATION

EDITH DWIGHT GIBSON, Librarian

EVA HICKS, R.N., Administrative Assistant

JOSEPHINE HURLEY, R.N., Supervisor of Student Health Services

CATHERINE MacLEOD, Supervisor of Residences

OLIVE REYNOLDS, R.N., B.S., M.Ed., Student Counselor

DIRECTORS OF PROGRAMS RECEIVING STUDENTS FOR AFFILIATION

CAROLYN DAVIES, R.N., B.S., Director of the School of Nursing and Nursing Service, Boston Lying-In Hospital

MARGARET TIBBETTS, R.N., B.S., Director of the School of Nursing and Nursing Service, McLean Hospital

MEMBERS OF THE FACULTY AND TEACHING STAFF

PHYLLIS BARTOL, R.N., B.S., Assistant Instructor in Fundamentals of Nursing

ANNE CALNAN, R.N., B.S., Instructor in Operating Room Nursing

JOAN H. CHILDRESS, R.N., B.S., Assistant Instructor in Fundamentals of Nursing

ELIZABETH CHITTICK, R.N., B.S., Instructor in Fundamentals of Nursing

IRENE COTE, R.N., B.S., Instructor in Medical-Surgical Nursing

JEAN CUSHMAN, R.N., B.S., Instructor in Medical-Surgical Nursing

JOAN DONOHUE, R.N., B.S., Instructor in Neuro-Orthopedics

GLADYS EASTMAN, R.N., B.S., Assistant Instructor in Medical-Surgical Nursing

RUTH ECKSTROM, R.N., B.S., Instructor in Public Health Nursing

DIANE FISKE, R.N., B.S., Instructor in Pediatric Nursing

ALICE GIBBONS, R.N., M.S., Instructor in Anatomy and Physiology

CLEORA HORTON, R.N., B.S., Instructor in Public Health Nursing

VIRGINIA JOHNSEN, R.N., B.S., Instructor in Medical-Surgical Nursing

RACHEL JONES, B.S., Instructor in Nutrition and Diet Therapy

ELIZABETH LAITE, R.N., B.S., Assistant Instructor in Fundamentals of Nursing

GENEVIEVE MANFREDONIA, R.N., B.S., Instructor in Gynecologic Nursing

RUTH McSWEENEY, R.N., M.S., Instructor in Pediatric Nursing

IRENE NORTON, R.N., M.Ed., Instructor in Medical-Surgical Nursing

RUTH PITT, M.A., Instructor in Chemistry

MARGARET SANDIN, R.N., M.S., Instructor in Public Health Nursing

BARBARA SCHULZE, R.N., B.S., Instructor in Medical-Surgical Nursing

BARBARA SHEPPARD, R.N., B.S., Instructor in Medical Surgical Nursing

CONSTANCE STEVENS, R.N., B.S., Instructor in Microbiology

MARGARET STEWART, R.N., A.B., Instructor in Pediatric Nursing

PATRICIA VINAL, R.N., B.S., Instructor in Fundamentals of Nursing

GRADUATE NURSE INTERNES IN TEACHING FOR 1958

SYLVIA AJEMIAN, R.N., A.B., Assistant in Science and Fundamentals of Nursing
GAIL BERGERON, R.N., B.S., Fundamentals of Nursing
JUDITH CROSBY, R.N., B.S., Medical-Surgical Nursing
EMILIE GUSTAFSON, R.N., B.S., Fundamentals of Nursing
CONSTANCE HOLLERAN, R.N., B.S., Fundamentals of Nursing
MARGARET MARLEY, R.N., B.S., Fundamentals of Nursing
JANE McDONALD, R.N., B.S., Assistant in Science and Fundamentals of Nursing
SHEILA McKIVERGAN, R.N., B.S., Fundamentals of Nursing
CATHERINE SHRIVER, R.N., B.S., Medical-Surgical Nursing
ROSAMOND THORPE, R.N., B.S., Medical-Surgical Nursing
SALLY TRIPP, R.N., B.S., Pediatric Nursing
MARY ALICE TULLOCH, R.N., B.S., Medical-Surgical Nursing

Lecturers

GYNECOLOGICAL NURSING

DR. ROY BARRY
DR. WILLIAM BLADE
DR. JOHN B. CONSTABLE
DR. RICHARD CURTIN
DR. CLEM DARLING
DR. HARRY DITMORE
DR. MOSES FOLKMAN
DR. CHARLES HUGGINS
DR. WILLIAM McDERMOTT
DR. ROBERT PETRANEK
DR. MAJAIC S. POTSAID
DR. ROBERT RICHARDS

HUMAN RELATIONS

DR. PEARL ROSENBERG
DR. LOWELL S. TROWBRIDGE

INTERNE CONFERENCES

DR. BRADFORD CANNON
DR. HENRY CLAMAN

INTRODUCTION TO MEDICAL & SURGICAL NURSING

DR. LEONARD CRONKHITE
DR. WILLIAM THURLBECK
DR. THEODORE VANRAVENSWAAY
DR. YANG WANG

MEDICAL-SURGICAL NURSING

DR. THORKILD ANDERSON
DR. GLEN BEHRINGER
DR. HENRIK BENDIXEN
DR. GEORGE CHRISTMAN
DR. EDWARD CHURCHILL
DR. HENRY CLAMAN
DR. ALAN COHEN
DR. LEONARD CRONKHITE
DR. RICHARD CURTIN
DR. ELI DOW
DR. ROBERT DUDLEY
DR. EDWARD FERGUSON
DR. THOMAS GEPHART
DR. MILTON HELMAN
DR. CHARLES HUGGINS
DR. CHARLES KEEVIL
DR. WALTER KERR
DR. STEPHEN KRANE
DR. JOHN LEWIS
DR. ROBERT LINTON
DR. WILLIAM McDERMOTT
DR. MARC MOLDOWER
DR. WILLIAM MORGAN
DR. EDWARD PARKHURST
DR. ROBERT PETRANEK
DR. JUDD RANDOLPH
DR. ROBERT RICHARDS
DR. GRANT V. RODKEY
DR. PAUL S. RUSSELL
DR. WALTER ST. GOAR
DR. J. GORDON SCANNELL
DR. JOHN SHARPE
DR. KATHERINE SPRENG
DR. YANG WANG
DR. JOHN WARD
DR. FRANK WHEELOCK, JR.
DR. EARLE WILKINS

MEDICAL NURSING II

DR. NICHOLAS FIUMARA

NEUROLOGICAL NURSING

DR. WAYNE M. HERBERTSON

NURSING OF CHILDREN

DR. HERBERT CLINE
DR. NATHAN FEARER
DR. NATHAN GRISCOM
DR. PHILLIPS HALLOWELL
DR. JOSEPH McGOVERN
DR. PHILIP PORTER
DR. MARGARET SINGLE
DR. DAVID VANBUSKIRK
DR. THOMAS WHITFIELD

ORTHOPEDIC NURSING

DR. ROBERT FORNSHELL
DR. WILLIAM HARRIS
DR. ROBERT KEY
DR. DOUGLAS TOMPKINS

PSYCHOLOGY

DR. ROBERT ROSS MEZER

Committees of the School

1957 - 1958

EXECUTIVE FACULTY

RUTH SLEEPER, **Chairman**
KATHERINE HARDEMAN
EDNA LEPPER
SYLVIA PERKINS
NATALIE PETZOLD
HELEN SHERWIN
JESSIE STEWART

ADMISSIONS COMMITTEE

JESSIE STEWART, Co-Chairman
MARLENE WOODRUFF, Co-Chairman
JOAN DONAHUE
ALICE GIBBONS
JOSEPHINE HURLEY
RACHEL JONES
GENEVIEVE MANFREDONIA
SYLVIA PERKINS, ex officio
OLIVE REYNOLDS
RUTH SLEEPER, ex officio
PATRICIA VINAL

Students
MARY BAYLES
JOANNE FERRO
DIANA HAGENBARTH

COMMITTEE ON FINANCIAL AID

RUTH SLEEPER, Chairman
HELEN SHERWIN
JESSIE STEWART
OLIVE REYNOLDS

CURRICULUM COMMITTEE

NATALIE PETZOLD, Chairman
IRENE COTE
JEAN CUSHMAN
DIANE FISKE
KATHERINE HARDEMAN
CLEORA HORTON
RACHEL JONES
IRENE NORTON
BARBARA SHEPPARD
HELEN SHERWIN
RUTH SLEEPER, ex officio
JESSIE STEWART, ex officio

Students
ANNE BARRY
DOROTHY FINDLAY
DIANA FLOYD
MARYANNE HALL
RUTH MANN
HELEN ORSINI
SANDRA SEIBERT

LIBRARY COMMITTEE

RUTH HARRIS, Chairman
DIANE FISKE
EDITH GIBSON
ALICE McDERBY
IRENE NORTON
SYLVIA PERKINS
HELEN SHERWIN
TIRZAH SWEET

Students
DONNA LEE BRIDGES
CAROLINE STONE

AUDIO-VISUAL AIDS COMMITTEE

HELEN SHERWIN, Chairman
IRENE COTE
RUTH HARRIS
CLEORA HORTON
NATALIE PETZOLD
TIRZAH SWEET

Students
DIANA d'ELSEAUX
CAROL HARKNESS

EVALUATION COMMITTEE — BARBARA SHEPPARD, Chairman

First year

IRENE COTE, Chairman
ELIZABETH CHITTICK
JEAN CUSHMAN
ALICE GIBBONS
RUTH HARRIS
ELIZABETH LAITE
IRENE NORTON
BARBARA SCHARRETT
BARBARA SHULZE
CONSTANCE STEVENS
JESSIE STEWART, ex officio
NATALIE PETZOLD, ex officio
OLIVE REYNOLDS, ex officio
DAWN WHITTIER

Second year

CLEORA HORTON, Chairman
PHYLLIS BARTOL
JOAN DONAHUE
ANNE EASTMAN
RUTH ECKSTROM
DIANE FISKE
OLIVE REYNOLDS, ex officio
JESSIE STEWART, ex officio
MARGARET STEWART

Third year

KATHERINE HARDEMAN, Chairman
ANN CALNAN
GENEVIEVE MANFREDONIA
RUTH McSWEENEY
OLIVE REYNOLDS, ex officio
HELEN SHERWIN
JESSIE STEWART, ex officio
PATRICIA VINAL
MARLENE WOODRUFF

HEALTH COMMITTEE

JOSEPHINE HURLEY, Chairman
DR. JOHN BURKE
DR. PERRY CULVER
RACHEL JONES
DR. JOHN KELLER
DR. WALTER MANN
EDMUND MATTOS
DR. WALTER POINT
MARY QUINLAN
OLIVE REYNOLDS
RUTH SLEEPER, ex officio
JESSIE STEWART, ex officio
TIRZAH SWEET

Students
SHIRLEY GRAY
ANN TAYLOR
SUSAN TRUBY

STUDENT FACULTY RELATIONSHIPS COMMITTEE

OLIVE REYNOLDS, Chairman
JEAN CUSHMAN
DIANE FISKE
MARYLIN McGRATH
IRENE NORTON
SYLVIA PERKINS
BARBARA SCHARRETT
RUTH SLEEPER
JESSIE STEWART
TIRZAH SWEET

Students
JANE ADAMS
MARGARET ANDERSON
MILDRED BAKER
NANCY BASSETT
VIRGINIA BRAYTON
MARY DUGGAN
DIANA HAGENBARTH
MARY SANTULIANI
ANN TAYLOR
NANCY WALL

COMMITTEE ON GUIDANCE

JESSIE STEWART, Chairman
RUTH ECKSTROM
KATHERINE HARDEMAN
CLEORA HORTON
RACHEL JONES
RUTH McSWEENEY
SYLVIA PERKINS, ex officio
NATALIE PETZOLD
OLIVE REYNOLDS
RUTH SLEEPER, ex officio

COMMITTEE ON RESIDENCES

RUTH SLEEPER, Chairman
INA CARTWRIGHT
FRANCES CASSON
ADELE CORKUM
JOSEPH DEGEN
MABEL ESMOND
FREDERICK FOSTER
MARY HARROD
MARY LYDON
CATHERINE MacLEOD
SYLVIA PERKINS
OLIVE REYNOLDS
JESSIE STEWART

The Diploma Program

Aim and Philosophy of the School.

The School and Its Purpose: It is the purpose of the Massachusetts General Hospital School of Nursing to prepare young women for service in the broad field of nursing. As this program admits primarily students from high school, the level of teaching is adapted to the needs of the high school graduate. The program is designed to lead the student to develop the competence needed as a graduate nurse to give that portion of patient care which is the unique function of the professional nurse. The School accepts the responsibility to maintain a program at the level necessary to provide a strong foundation upon which may be built future study and experience necessary to carry more advanced professional functions.

As both the needs of society and the medical care program are constantly changing, the graduates of the School must be prepared to meet the varying health needs of people. Therefore the program of the School must be flexible.

The Student Nurse and Her Needs. It is to be expected that the program of the School of Nursing will take into consideration the individual needs, both personal and professional, of the applicant selected. To meet these needs the program is planned to provide a high level of instruction in a broad curriculum, a supporting plan for counseling, and opportunity for personal growth through participation in the School activities and those of other community organizations.

Through a carefully planned curriculum, learning experiences are graduated in depth, breadth and degree of responsibility involved. It is hoped the freshman student may learn first to understand herself, the broad community which this Hospital serves, and the community in which she is to live for her three years in the School of Nursing. During the first and second years the student is introduced through a progression of experience to the role of a nurse and the basic knowledge needed in this role.

The provision of an educational internship in the third year provides opportunity for the student to emerge from the student centered stage, where concentration tends to be more upon self and upon learn-

ing, to the more highly skilled stage where the patient and the family become the primary focus. At this time she intensifies her social and judgmental as well as her basic nursing skills through use in more concentrated patient care.

The following objectives will further describe the aim of the School and its program:

1) To prepare a young woman to meet her responsibilities as a nurse in the broad health program of her times, and to make her a valuable member of her community.

2) To provide learning experience which will contribute to nursing knowledge, skills, and to the attitudes which reflect a strong sense of social responsibility.

3) To offer the student assistance in solving her personal problems, and guidance in making necessary adjustments to the study of nursing, including the clinical experience.

4) To help her establish and maintain good standards and practices of healthful living for herself, essential before she can help others toward the same goal.

5) To help her develop through knowledge of the sciences fundamental to her future work, technical skill in the care of surgical, medical, obstetric, pediatric, and psychiatric patients, and skill in dealing with the personal and social factors involved in all human relationships.

6) To enable her to understand the principles of public health nursing, and apply these as part of all nursing planning and care.

7) To provide opportunities for the student nurse to make plans and decisions, and to determine the effectiveness of her own efforts as a process of growth.

8) To prepare the student to understand the team concept, the nurse's role in good interprofessional relationships and their effect on the care of the patient as an individual, a member of the family, and a member of the community.

9) To stimulate young women to explore community resources and needs, so that they may be willing to assume their responsibilities as individuals, citizens and professional nurses.

10) To provide a program which will enable the graduate to practice as a registered nurse in Federal and Red Cross Nursing Services, and to become a member of the professional nursing organizations.
11) To provide a program which will enable and encourage graduates to continue the study of nursing.

The Graduate Nurse and Her Opportunities.

Upon completion of the diploma or three year program, the new graduate may enter private practice in a home or hospital, work as an institutional staff nurse in general medical or surgical services or one of the specialties, or she may work in the military or non-military governmental services. With sound preparation, through experience, she may progress to the position of head nurse, or she may choose to enter a special field such as industrial or office nursing.

For those interested in additional general and professional education, there is opportunity to matriculate for a Bachelor of Science degree in many universities which allow varying amounts of college credit for the three year undergraduate nursing program. For those who obtain such preparation, or for those graduated from a degree program, there are many opportunities in the various fields of nursing. Adminstrative positions in hospitals offer challenging opportunities for those with medical science interests and executive ability. Positions in the field of nursing education may be open in either hospital or university schools of nursing for those interested in educational administration or in the teaching of nursing, biological or social sciences. Positions in public health nursing such as visiting nursing, school nursing, or consultant positions in such fields as pediatrics, orthopedics, and mental health, provide unique opportunities for community contacts and family health teaching. For those with an ability to organize, positions in industrial nursing offer a challenging opportunity to participate in educational health and safety programs, as well as to give care to ill and injured employees. For those interested in research, the number of positions is constantly growing both in the medical field and in the profession of nursing itself.

History of the School. Early in the nineteenth century, the concept of the education of women was not widely accepted either in England or in America. The idea of education of nurses was unheard of at that time. Florence Nightingale began her reform of

nursing in England as a result of her experiences with the care of the wounded and sick in the Crimean War. In 1860, she established at St. Thomas' Hospital, London, the school which was to provide in its program and methods the basis for the founding of the first three schools of nursing in the United States.

In 1872, the Woman's Education Association of Boston became interested in developing a new occupation for self-supporting women, and set up a committee to foster trained nursing as a desirable occupation which would meet the need for nurses in the community. At that time there were no trained nurses caring for patients either at home or in the hospitals for there were no training schools for nurses in this country. The committee studied the possibility of establishing a school of nursing in Boston, after one of its members had visited Florence Nightingale for advice.

Subsequently the trustees of the Massachusetts General Hospital consented to let one hospital building be used for the teaching of pupil nurses. The committee engaged a Civil War nurse for a superintendent and two practical nurses for head nurses, enrolled four students, and launched the school on November 1, 1873, under the name of the Boston Training School for Nurses. Almost immediately the committee transferred control and property to a Board of Directors who conducted this school as an independent school for twenty-three years. The management of the school was then transferred to the Trustees of the Massachusetts General Hospital and was named the Massachusetts General Hospital Training School for Nurses. Several members of the Board of Directors of the original school later became members of an advisory committee. As neither the residence nor the practice field of the student nurse was changed, the continuity of the school remained unbroken.

In 1940, the name was again changed to the Massachusetts General Hospital School of Nursing to indicate that the educational aims of the school were in keeping with the modern emphasis on "learning" rather than "training" in nursing education.

In 1945, Radcliffe College and the Massachusetts General Hospital School of Nursing established a coordinated program for the preparation of young women who wish both a broad general education and a professional education in nursing. These young women must meet specific requirements of both the school of nursing and the college.

Contributions of Alumnae. Graduates of the School have tended to go into almost every state of the Union to work in all phases of nursing. Over the years large numbers have gone into missionary work and other types of foreign service and have served on all continents. At home and abroad alumnae will be found at the bedside of patients in homes and in hospitals, in such activities as teaching nursing, administering hospitals and clinics, or in the various fields of public health nursing. They have been active in military service since the first nurses volunteered during the Spanish-American War.

4,692 nurses have been graduated from the Diploma Program of the school. These graduates have been employed in administration, teaching, public health nursing, private practice, general staff and miscellaneous types of nursing including administration of anesthetics and industrial nursing. Since 1941 many graduates have entered the several branches of the armed services as well as other federal nursing services.

Graduates of the School interested in administration, teaching, or other special fields of nursing, have studied for Baccalaureate and advanced degrees in the field of their choice.

The school takes pride in the fact that its alumnae are interested and active in their professional organizations as well as the organizations of the community in which they live. They have taken the leadership in groups working for improved nursing legislation. They have contributed their share of articles to the national and state nursing journals, and their share of books to the growing supply of nursing literature; and they have served in positions of leadership in national organizations, on national publications, in national legislation, and with the various national and international health groups.

Facilities Utilized for Instruction. The opportunities offered by a large general hospital assure a broad and varied clinical experience for student nurses. The Massachusetts General Hospital and other institutions with which the school is allied offer extended and diverse clinical resources for the teaching of nursing. The General Hospital has facilities for instruction in the nursing care of men, women, and children, in medical, surgical and surgical specialties wards. The Baker Memorial offers comparable facilities for the care of private patients. The Clinics, with an average daily attendance of 618 patients, provide unique opportunities in the care and rehabilitation of the

ambulatory patients. Because of the relationship of this hospital to Harvard Medical School and because of the large amount of research conducted within the hospital, all services provide maximum educational opportunities.

Two affiliations are included in the clinical experience for students. All students go to the Boston Lying-In Hospital for a 13 week affiliation in obstetric nursing, and to the McLean Hospital for a 13 week affiliation in psychiatric nursing.

The Massachusetts General Hospital and the affiliating institutions where the student nurse has her clinical experience are accredited by the Joint Commission on Accreditation of Hospitals and the State Hospital Association.

Additional community facilities are used to enrich the education program of the School of Nursing through scheduled field trips correlated with courses of instruction.

Within the Hospital there are two classrooms and six laboratories of which the school has exclusive use. Two laboratories are equipped for the teaching of sciences, three for the teaching of nursing, and the other for the teaching of nutrition. Some classes are held in the various amphitheatres and clinic rooms at the Hospital. There are also several small rooms where ward teaching conferences are held and where students may study references and special ward records. The Nurses' library is in the Moseley Building and is named the Palmer-Davis Library in honor of two alumnae of the School. A professional librarian is in charge of this library which contains over 101 periodicals and over 3,028 volumes of which 200 are in an historical collection. Students have full access to the Warren Library, the patient's library of 4,000 volumes. Students also have access to the Treadwell Library which is the Hospital's medical library of 20,000 volumes and 216 periodicals.

Teaching Staff. The teaching staff for the School of Nursing includes a large group of nurses and other professional personnel from the many departments within the Hospital. The teaching personnel are well prepared both academically and professionally. Public health nurses on the staff of the School assist with the integration of social and health concepts of patient care throughout the curriculum. Physicians share with teaching of the medical aspects of nursing; the

majority of these physicians are graduates of Harvard Medical School and have appointments on the medical staff at the Hospital. Allied departments of the Hospital provide qualified instructors for classes in the respective fields of diet therapy, physical therapy, occupational therapy and social service.

Accreditation, Registration, and Reciprocity. The Massachusetts General Hospital School of Nursing is approved by the Approving Authority for Schools of Nursing of the State of Massachusetts. In 1940, the school was surveyed and fully accredited by the National League of Nursing Education. In 1953 it was again surveyed and full accreditation was continued by the Accrediting Service of the National League for Nursing.

Graduates of the school, who are also graduates of approved high schools, are, as far as our knowledge extends, eligible to take examinations for registration in every state of the Union. If the grades obtained in the Massachusetts State Board Examinations are sufficiently high, the graduates may be registered in other states by reciprocity.

Obviously, no person can foretell what new regulations relative to registration may be made in any given state which may render a graduate for any given school ineligible for examination in states other than the one in which her school is located. The policy of this school, however is to keep informed of all regulations and to prepare its graduates as far as possible to meet them.

Citizenship. As most states require United States citizenship or intended citizenship for registration, foreign born applicants should have applied for citizenship prior to admission to the School. Those who do not intend to practice nursing in the United States are considered individually.

General Information

Selection and Admission. In the evaluation of school credentials, consideration is given to the requirements of the school attended, the type of course taken, the yearly grades, and the achievement of the applicant as indicated by the cumulative record. Admission is on a competitive basis. Preference is given to the applicant who, in addition to acceptable health and personal qualifications, presents the more advanced educational preparation and shows ability to carry a study program beyond the high school level. The School of Nursing reserves the right to select those applicants who appear, in the judgment of the Faculty, to be best qualified for the programs offered in this School.

Age, Civil State, Education. The preferable age is between seventeen and thirty years, although older applicants may be accepted.

The School admits both single and married women who meet the requirements of the School. A single student who is under 21 years of age and who wishes to marry after admission may obtain permission from the Director of the School, provided her parents approve.

Applicants with high school preparation only, must be graduated from approved high schools or present equivalent acceptable preparation. The college or scientific program is preferred. 16 units of study are required:

English, 4 years	4 units
Foreign language, 2 years of the same language .	2 units
History, 2 years, or	
1 year of history and 1/2 year of civics	1 1/2 or 2 units
Mathematics, 2 years	2 units
Chemistry, 1 year	1 unit
Biology, 1 year	1 unit
Elective subjects	4 1/2 or 4 units
Required total	16 units

Latin or any foreign language credited by the high school will be accepted, but both units must be in the same language. Physics may be substituted for chemistry and general science for biology, but chemistry and biology are preferred. Clerical practice and bookkeeping may not be substituted for mathematics. The elective subjects, as far as possible, should include history or other social studies, science, mathematics, and

foreign language. All courses must satisfy the requirements of the Board of Registration of Nurses in Massachusetts and New York. Every high school graduate should stand in the upper half of her graduating class or have passed the College Board Examinations in specified subjects. Preference will be given to those who stand in the upper quarter of their class and whose grades are at least ten points above the passing grade of the school.

Applicants entering from college must satisfy the basic entrance requirements listed for high school graduates, but the requirements may be met by a combination of high school and college courses. Grades received in college should be sufficiently high to indicate the applicant's ability to carry satisfactorily a program of study on the college level.

Application for Admission. The written application should be submitted on the form supplied by the School for that purpose and should be accompanied by a personal letter. A $10.00 fee must accompany each application. This fee is not refundable in the event of rejection or withdrawal.

An acknowledgment is sent immediately upon receipt of the application. If the previous school records and reference appear to be satisfactory, a physical examination blank is sent to be filled out and returned to the School by the family physician. Applicants will be asked to take a series of aptitude tests. These tests, which are given by the National League of Nursing in many cities throughout the country, examine the applicant's proficiency in various subjects which are related to success in nursing studies. No preparation or special coaching is needed. Full particulars about arrangements for testing will be sent to the prospective student when the processing of the application has been partially completed.

Written application should precede the personal interview. A letter is sent to each applicant suggesting a time when an interview with the Director or one of her assistants would be possible. The applicant should reply immediately, accepting the appointment, or, if necessary, requesting another time. No appointments are possible for Saturday afternoons, Sundays, or holidays.

One class a year is admitted early in September. High School students are advised to file their applications early in the senior year in order to allow sufficient time for the processing of credentials and for action by the Committee on Admissions.

Time Credit for College. The nursing profession increasingly offers opportunities for the woman who is well educated, who is well prepared, and who possesses the personal qualities and social maturity necessary for a career of public service. College graduates who show aptitude in nursing and who maintain an average of "B" during the first two years may receive up to 8 months time credit thereby reducing the total length of the program to 28 to 30 months. No special science prerequisites are required to qualify for this time credit. Applicants whose college study is not yet complete are encouraged to secure a sound general education, and, in planning for a broad distribution of courses, to include when possible chemistry, biology, psychology, and sociology.

Four months credit may be granted to students who have completed two years of study in an approved college and who show aptitude in nursing. To receive this credit of time students must also maintain an average of "B" in practice and theory during the first two years.

Applicants considering the shortened program should realize that laws and rulings of state boards of nurse examiners in some states require a minimum of three years in a nursing school. When registration is desired in such states, courses in one or more special services may be taken after graduation to meet the requirements.

Tuition and Fees. The cost of the course including uniforms and regular fees will be approximately $833.00 . Individual items and their costs are as follows.

Application Fee (not refundable)	$ 10.00
Pre-entrance Tests	10.00
Tuition	500.00
Student Activity Fee	15.00
*Books	70.00
Library Fee	7.50
Laboratory Fee (First Year)	10.00
Laboratory Fee (Second Year)	10.00
*Uniforms	119.50
Breakage	10.00
Key Deposit (refundable)	1.00
Junior and Senior Tests	10.00

* The cost of uniforms and books is subject to change as prices vary. No refunds will be made from tuition or fees after admission.

Graduation Fee	25.00
Health Fee	35.00
	$833.00

These expenses will be divided as listed below:

Before Entrance — $159.10

Application Fee	$ 10.00
Pre-entrance Tests	10.00
Uniforms	89.10
Tuition Deposit	50.00
	$159.10

First Year Students

Payable on Day of Admission — $338.90

Tuition	$200.00
Uniforms	30.40
Books	50.00
Fees	52.50
Tests	5.00
Key Deposit	1.00
	$338.90

Second Year Students

Payable at the beginning of the Second Year — $197.50

Tuition	$150.00
Fees	17.50
Tests	5.00
Books	20.00
Health Fee	5.00
	$197.50

Third Year Students

Payable at the beginning of the Third Year — $137.50

Tuition	$100.00
Fees	7.50
Graduation Fee	25.00
Health Fee	5.00
	$137.50

Certain additional fees may be necessary for some students:

For those students eligible for public health nursing affiliation $80.00

For repeating a course:

If a student is permitted to repeat a course, an additional tuition fee will be charged .....$10.00-$20.00

For re-examination:

If the class standing of a student warrants, opportunity will be given to repeat a final examination $3.50

Throughout the course, the student will be maintained by the Hospital without expense for board, room, and laundry. Other expenses for clothing, recreation, etc., should be provided for by a personal budget or allowance.

Student's Stipend:

Eight Months Interneship $240.00

Scholarships and Loans. Any student who has been accepted by the School and who needs financial assistance in order to attend may apply for help through a grant-in-aid. All entrance awards are made on the basis of financial need. A student who receives a grant-in-aid will be expected to return this sum if she does not complete the program. Application forms may be requested and sent to the Director of the School of Nursing before May 30.

Each year the School offers a number of $100 scholarships to enrolled students who need financial assistance. An applicant for a scholarship must have been in the School for at least six months and be within more than six months of graduation; she must have a class average of B, must have demonstrated ability in nursing, and must have a record of good school citizenship. In addition to the above scholarships, there are a limited number of grants-in-aid also given to enrolled students on the basis of a satisfactory school record, and need for financial assistance.

There is also a loan fund for student nurses, established in memory of Marion Moir West, a graduate of the School in 1889. The application for loans should be made in writing and addressed to the Director of the School of Nursing.

Evaluation, Advancement, and Graduation. Students advance from year to year as they satisfactorily complete the prescribed course, pass the examinations, demonstrate ability in nursing, and, in the opinion of the Faculty, are personally fitted to assume the responsibilities of the professional nurse. Students who fail in any of the necessary requirements may, at any time during the program, be placed on warning or recommended to withdraw.

The various methods used to evaluate student progress include formal examinations given in classrooms, informal questioning done on the wards, and written reports concerning the calibre of the student's work. A Committee on Evaluations reports on each student's standing at the end of each six month period.

The standard of grading adopted by the School is as follows:

A	excellent	4 quality points
B	good	3 quality points
C	fair	2 quality points
D	low	1 quality point
E	condition	0 quality points
F	failure	0 quality points

Final course grades are evaluated on a basis of quality points which are weighted according to the number of hours in each course. An average of 2 quality points is required for graduation.

All grades are reported to parents or guardians every two months during the first six months, and failing grades are reported each quarter thereafter. Failure to meet the school standard places a student on warning.

Obtaining a College Degree. Many colleges offering programs in nursing, will allow graduates of the School partial credit towards a Bachelor of Science degree. Simmons College, Boston University and Boston College, are the local institutions which offer programs for graduate nurses and give credit for the school diploma.

Residences. The Massachusetts General Hospital has five comfortable residences for the student nurses. Thayer House accommodating 122 students, is situated on the Hospital grounds and is connected with the main buildings by a tunnel. In Thayer House there are fifteen double rooms; all other rooms are single. This residence has

a laundry, kitchenette, recreation and tea rooms and three "beaux parlors". It overlooks the Charles River and has a roof furnished with awnings, steamer chairs, and hammocks. The Charles Street House, about eight minutes walk from the Hospital, is used to house some of the freshmen students. With the exception of 5 single rooms, all rooms in the house are double. The Walcott House, also connected with the main buildings by tunnel, has 141 single rooms, a large and attractive reception room, recreation room, two small "beaux parlors", kitchenette, classroom and laundry. Walcott House roof is available for recreational activities. Bartlett Hall, a new residence for 154 students and graduates, was opened in 1953 and was planned to provide essential opportunities for gracious living. The first floor houses the more formal social rooms; the top floor has a large lounge inside and a large porch outside. On each floor is a sitting room with kitchenette and laundry. The bedrooms are arranged in three and four room suites, each with a bath. The Parkman House, a small residence within the Hospital yard, is reserved for affiliating men students.

Guidance Program. The guidance program of the School of Nursing is designed to aid each young woman in achieving the greatest professional and personal success and satisfaction. Although the student group is large, the individual and her progress remain of paramount importance. Each student is assigned a faculty member as her own particular adviser, and in addition to this, the services of a full-time student counselor are readily available. Through this program the student may find not only an orientation to the new hospital life and systematic guidance in her classroom and ward experience, but also sound and interested counseling in relation to personal and vocational problems. The frequent contacts between the student and her faculty adviser, coordinated with the activities of the counselor, help to produce student-faculty relationships which are most favorable to positive guidance and better understanding of the student and her particular needs.

Extra-Curricular Activities. The Faculty of this School, in common with many other educators, believe that the so-called extra-curricular activities contribute directly to the student's personal, social, and professional growth. The extra-curricular activities are under the direction of the Student Nurses' Cooperative

Association, a student-faculty organization. In cooperation with the faculty, students take an active share in plans to establish and maintain happy and constructive relationships in student life. Social activities are adjusted to the varying interests and needs of individual students.

The Council of the Student Nurses' Cooperative Association, meets at least once a month to plan and report progress on the extra-curricular program. Mass meetings are held four times a year for all students, regular and affiliated. The program may include, in addition to the usual business meeting, a speaker who brings information of general interest.

The Big Sister program plays an important part in the freshman student's life. Before entering the nursing school, each new student receives a letter of welcome from an older girl, offering friendship and assistance during the early days in the School. A Big and Little Sister party soon after the new students arrive is a jolly confirmation of this promise.

A welcoming party is given new students by the faculty. A coffee hour is planned by advisers when students advance into the clinical period. A Student-Faculty Relationships Committee, meeting once a month, acts as a clearing house for problems involving relationships in both the School and the residences.

Broader Horizons, a subdivision of the Student Nurses' Cooperative Association program, adds activities in the areas of art, music, literature, drama, personality development, and sports. A program committee

Students and Faculty exchange ideas

made up of student nurses with faculty advisers meets to plan an over-all program. During the winter this includes art classes under the direction of the American Amateur Art Association, which has an active group in the hospital. The Glee Club, a first year activity, usually provides music for the Christmas Candlelight Service, a late winter concert, and graduation. Picnics and excursions to the nearby beaches are very popular in the summer months. The Broader Horizons program provides such activities as classes in conversational Italian, a useful tool with hospital patients, informal dances in one of the school dormitories monthly birthday teas, holiday parties, and community excursions.

Besides these activities there are certain traditional events: "Capping", when students change from the student to the School cap at the beginning of the interneship; the Christmas and June Formals; the Senior Dance and Yearbook; and the Senior Show.

The School counselor is closely associated with the students, working on their committees, and keeping the student body informed of lectures, concerts, and other opportunities for enjoyment which Boston has to offer.

Religion The Massachusetts General Hospital School of Nursing is non-sectarian. However, the School does recognize that religion plays an integral part in the lives of many students.

Like other activities, our religious program is built around the needs of the students. The students, themselves, are responsible for the organization and administration of the religious clubs. Each student is encouraged to affiliate with the church of her choice, and church attendance is encouraged.

Many students take an active part in the young people's groups of the local churches as well as the religious club activities of the School.

Vacation and Absence. The nature of hospital work is and always will be such that emergencies may arise which will necessitate deviation from the assigned hours, but the unreasonable number of hours of work and the great amount of housework, often supposed to be required of a student nurse, belong to a past generation. In all first-class hospitals, most of the housework was long ago given over to maids, and in this Hospital much of the other routine work, formerly done by student nurses, is now done by a corps of ward helpers.

During the first six months of the Freshman year, the students are free every Saturday and Sunday. From this time on, the weekly schedule totals 40 hours, including assigned class days.

During the course, twelve weeks of vacation are given at such times as best fit the class program. Freshmen have two weeks vacation at Christmas and two weeks later in the year. Second and third year students have a four week vacation each year.

Students are permitted leave for personal illness according to their ability to make up the required subjects and to meet the requirements for state registration. Students are not privileged to absent themselves from the School to care for sick relatives or for other personal reasons. Absence is allowed only on extreme cases. When absence, for any reason, results in the loss of more classes than a student can be allowed to make up by extra study, the date of her return and the privilege of proceeding with her class in the School are determined by the faculty. Loss of time for any reason other than illness must be made up.

Health Program and Care of Illness.

The School endeavors to establish the social, physical, and emotional environment which will be conducive to the maintenance of physical and mental health. At the same time the student is encouraged to assume responsibility for conserving and promoting her own health.

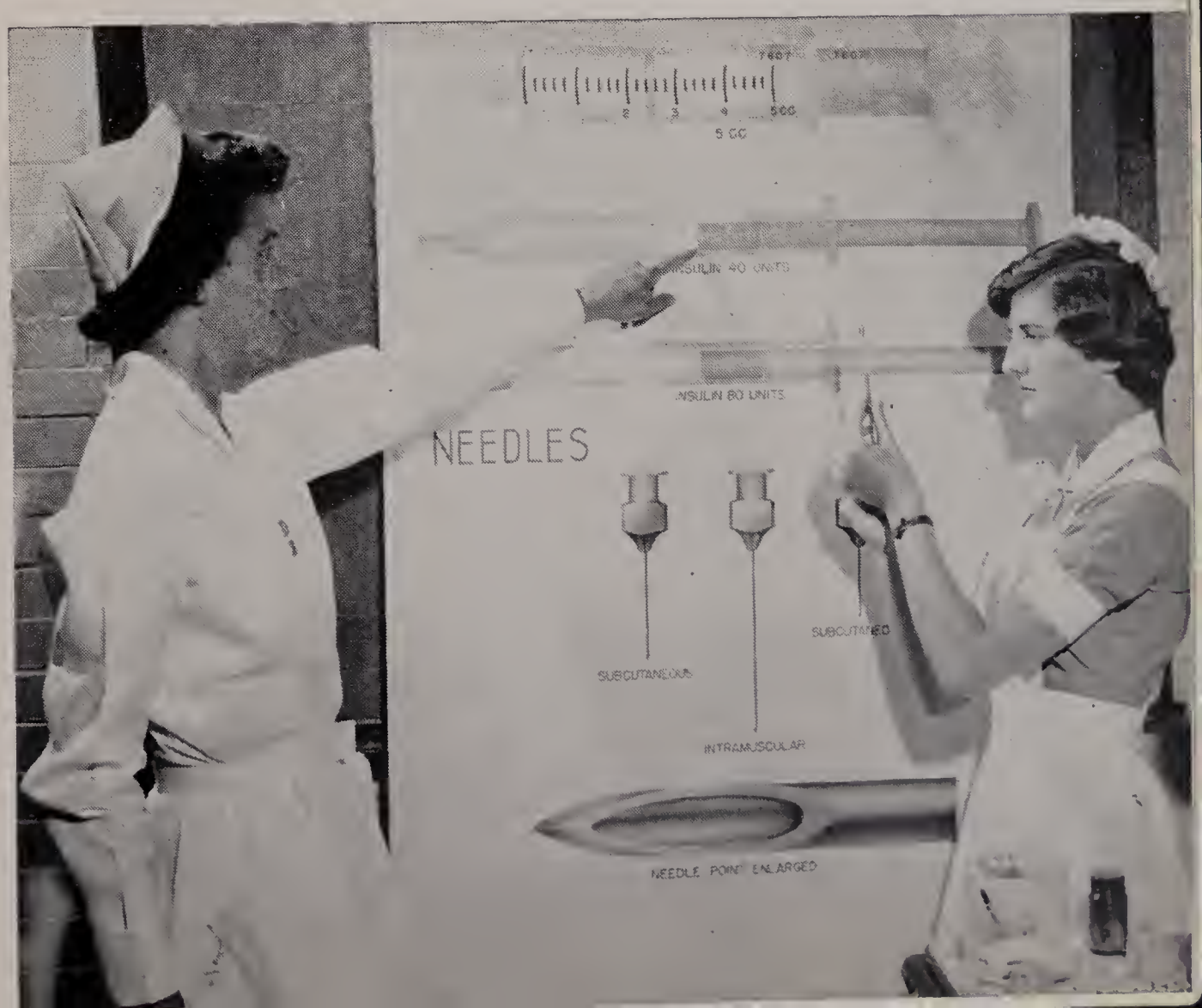
A member of the medical staff of the hospital and a supervisor on the staff of the School are directly responsible for the care of the health of the students. There is also an active committee on Student Health. This committee includes a member of the visiting staff, a dietitian, a resident physician, the student counselor, a public health nurse, an assistant director of the hospital, a psychiatrist, the Director and Assistant Director of the School. Any or all of the medical resources of the hospital are available when needed for student health.

The first steps in the health program include a thorough physical examination, an x-ray of the chest, and immunization against common infectious diseases. The hospital maintains a daily morning clinic to which students may report for instruction relative to the establishment of positive health habits or for physical examination and care. Chest x-rays are taken every six months and there is a routine yearly physical examination. Weights are recorded bi-monthly and marked deviations

from normal are given the necessary attention. Oral supervision is given in the Dental Clinic. The dietary regime is regulated by graduate dietitians and the menus are planned to assure an adequate and properly balanced diet.

For a reasonable length of time illnesses are cared for in the Hospital without cost to the student. The School cannot assume financial responsibility for extended care of illness that may result from defects or conditions that existed before entrance, or for illnesses of a chronic nature. As the Hospital can not always admit patients with communicable diseases, students who contract these diseases may be cared for in a local communicable disease hospital. It is generally the policy of the Hospital to pay for that care. Whenever or wherever special nursing is requested, this expense must be borne by the family. The same would be true if a fee were necessary for a blood transfusion or for certain special medications.

Because of the increasing emphasis on the maintenance of health and the prevention of disease, it becomes imperative that the nurse herself be an example of good health.



Injections require skill.

TIME

FOR

FUN

Instructional Program

In September, 1948, a revised curriculum plan was introduced. Adapted after a long period of study and consideration of various types of programs, it was one of the first of its kind in the country. In this program the three years were divided into two periods. The first, the basic educational period, was twenty-eight months in length; the second period of eight months was an educational interneship. During the first twenty-eight months the emphasis was placed on the education of the student. The ward practice during this period was planned to the point of safe learning but not of skill. During the senior experience the students developed the skills requisite to a graduate nurse.

In September, 1957, the plan was revised again. The basic educational period is now two full years and the educational interneship occupies the entire third year.

In her freshman year, the student nurse first begins the study of the sciences, physical, biological, and social. At the end of the first ten weeks she should have acquired a basic core of chemistry, anatomy, and physiology upon which continuing study can be built. In the social sciences there are observations, study, and discussions relating to the community which the hospital serves. The study of human growth and development which helps in understanding of self, patient, and family is begun in psychology.

Next follows the study of the fundamentals of nursing but the sciences, with nutrition, pharmacology, pathology and public health as they apply to nursing continue to be a part of the student nurse's courses. It is hoped that learning which continuously relates to all aspects of the sciences as they apply in learning and giving nursing care may result in the development of ability both to relate and to use these learnings in the actual care of patients as the student progresses.

Learning to care for patients in the Hospital is one of the most interesting phases in the experience of the freshman student nurse. Guided observation with ambulatory patients begins early in the fall in The Clinics and the pediatric playrooms. Experience with patients increases as student nurses acquire readiness for such responsibility moving from the ambulatory to the mildly ill, to the patients with more acute medical and surgical diseases. This latter experience begins in March as students are assigned to wards where a nurse instructor con-

---

Note: The School reserves the right to alter any program or policy outlined in this bulletin.

tinues to be available at all times for guidance, for helping in coordinating the previous learnings, and for teaching. Both theory and practice are related in every assignment.

During the second year the student nurse is scheduled for a different experience each quarter of the year: obstetric and pediatric nursing which comprise the maternal-child care units, psychiatric nursing, and one quarter which includes clinics, neuro-orthopedic nursing and vacation. During the obstetric and psychiatric nursing quarters the student leaves the home school for affiliation in nearby hospitals. These special hospitals not only offer exceptional learning opportunities, but also give further impetus to the student's growth in ability to adjust the new situations and to people with different needs.

By the end of the second year most course requirements have been met. At this time the student receives the senior cap and is thereafter designated as a nurse interne. The Interneship, which is set up to assist the student in the further development of her social and judgmental, as well as, technical skills, includes both culminating experiences in medical and surgical nursing, introduction to operating room nursing, experience on intensive care units to which student nurses are not previously assigned, and an eight week elective.

The student nurse interne, similar to the medical intern, receives a stipend in practical recognition of her increased contributions to patient care and to the hospital. This stipend is $30.00 monthly for the last eight months of the interneship year.

Introductory Courses

BIOLOGICAL AND PHYSICAL SCIENCES

ANATOMY AND PHYSIOLOGY. A study of Anatomy and Physiology provides the student with an opportunity to acquire a fundamental knowledge of the principles underlying the organization and function of the human body, and thus forms the basis for understanding nursing and nursing activities. Individual laboratory experience includes animal dissection, microscopic examination, and preparation and techniques of physiological tests. A large portion of this course content is integrated with the teaching of fundamentals of nursing and clinical nursing.

100 hours: lectures, demonstrations, laboratories.

Miss Gibbons and assistants

In Anatomy, the student learns about the skeletal system.

The fascination of Chemistry.

CHEMISTRY. A course in the basic concepts of physics, mathematics, and chemistry, which underly good nursing practice. Through discussions and laboratory activities, an effort is made to build upon the previous learning experiences of the student and to relate the material to nursing activities. Biochemistry is integrated with Nutrition, Physiology, and Medical-Surgical Nursing in order that its contributions to an understanding of body processes in health and disease may be made more meaningful and its applications in related areas more clearly perceived.
60 hours: lectures, discussions, demonstrations, laboratories

Mrs. Pitt and assistants

MICROBIOLOGY. An introduction to the various groups of microorganisms. An attempt is made to help the student to understand the factors which encourage the growth and spread of these microorganisms. Laboratory demonstrations and practice further emphasize the basic principles discussed in class and initiate the student to methods of control of microorganisms, how they are handled safely and destroyed effectively. This knowledge is essential in the practice of everyday nursing as well as in the prevention of disease and is integrated in all nursing instruction.

45 hours: lectures, demonstrations, laboratories

Mrs. Stevens and assistants

Organisms causing intestinal diseases are studied.

HEALTH EDUCATION. The content is planned to help the student to understand what is meant by health education; to comprehend the part the nurse plays as a professional person in affording education to the public; to consider her own opportunities for health teaching in her student practice; and to view the contribution which the Hospital makes in the total available health education in the community.

The course begins early in the Freshman year and develops throughout the program as the needs for more comprehensive patient teaching arises.

Discussions, demonstrations of adaptations which can be made in the home, and health education programs needed by patients with specific disease conditions are included throughout the first two years of the student program.

16 hours — Mrs. Horton

INTRODUCTORY NURSING. The aim of this course is to guide the student in the development of understanding, attitudes and skills which serve as a foundation for future courses in nursing of patients with various disease conditions.

Good practices for healthy living are stressed and an individual's basic needs during sickness and hospitalization are considered. Emphasis is placed on means of providing that nursing care which will contribute most to the comfort and health needs of people.

Through her observations, associations, and experiences with patients in the clinics, children's playrooms, and on the adult wards, the student has frequent opportunity to utilize those principles of science, good hygiene, nutrition, and human relationships which she is considering in concurrent classes.

The student learns to work cooperatively with many people concerned with patient care.

The value of keen observation, clear and concise reports, and the need for continuous refinement of skill in assisting with patient care are emphasized throughout this course.

140 hours: lectures, demonstrations, discussions, laboratories
158 hours clinical experience: demonstrations, discussions, ward teaching

Miss Petzold and assistants

SOCIAL SCIENCES

ORIENTATION. This course is conducted in so far as possible as a discussion group in order to assist the student in early adjustments to her new environment and to professional nursing. The content deals with some of the initial adjustments to the School and the Hospital and to some of the responsibilities of professional nursing with which the student will become involved.

15 hours: lecture and discussion — Miss Sleeper

HUMAN RELATIONS SEMINAR. A seminar for first year students which begins the second week of the school year and continues for 15 weeks. The expressed aims of the course are to learn to understand others by better understanding of self and to learn how to handle problems of personal adjustment which occur on entrance into a nursing school.

22 hours — Dr. Rosenberg

SOCIAL BACKGROUNDS IN NURSING. By excursions, films, records, extensive reading and class discussion this course helps the student become personally acquainted with Boston, so that she may gain some self confidence in this metropolitan community from which so many of her patients come. Through these experiences students also gain insight into significant changes in the American family which drastically affect its members, and into cultural, economic, political, and social factors generally related to health and welfare.

56 hours — Miss Sherwin and Nursing Instructors

HISTORY OF NURSING. Consideration and analysis of some of the trends and attitudes which at various times have affected the care of the sick and the role of those caring for the less fortunate. The course stresses the present concern of various groups with matters of world health. About half the course is devoted to American nursing since 1873, and the development of nursing organizations, their changing purposes, and their achievements.

27 hours — Miss Sherwin

PERSONALITY BACKGROUNDS. A study of normal development from infancy through old age, including the physical, emotional, and social aspects with emphasis on the early years. Mechanisms of adjustment are discussed as frequently encountered in situations involving patient, family members, nurse, and other members of the group involved in the care of the patient.

85 hours

Miss Sherwin, Pediatric Instructors
Dr. Mezer

Learning to pour medicines.

Clinical Courses

In each of the following courses related content is included from the areas of pathology, nutrition, pharmacology, sanitation, and first aid. Health teaching, psychological, preventive and social and economic factors are stressed in both classes and clinical practice. The nurse, physician, pathologist, nutritionist, physical and occupational therapists, and social service worker participate in the teaching of both formal and ward classes.

MEDICAL-SURGICAL NURSING. This course is presented concurrently with the students' assignment to both medical and surgical areas and the specialties. Its content is designed to help the student develop an understanding and skill in the care of patients with medical-surgical conditions. The etiology, clinical aspects, treatment, rehabilitation, prevention and control of disease are discussed. Emphasis is placed on bedside nursing, considering physical care, emotional support and health teaching. During this experience each student receives a week of guided practice in the recovery room and a week of patient-centered nutritional experience.

216 hours: theory, clinics, conferences

24 weeks: nursing experience Miss Cote, Mrs. Johnsen and assistants

An oxygen tent for the patient.

Listening to a heartbeat.

NUTRITION AND DIET THERAPY. Study of the principles of normal nutrition and the use of diet in the prevention and treatment of disease occurs with related classes throughout the entire curriculum. Application of this knowledge is made by the student as she evaluates her own and her patients' eating habits. Attention is given to the role of the nurse as she uses her knowledge in health teaching.

During the Freshman year, each student receives one week of guided, patient-centered nutrition experience. Social, economic, and religious backgrounds of patients which affect their food preferences are stressed.

In the second and third years, study of the nutritional needs of patients will be emphasized during the three weeks spent by each student giving total care to selected obstetric, pediatric, psychiatric, and medical or surgical patients.

60 hours: theory
4 weeks: integrated experience Miss Jones

The patient in a respirator needs special care.

NEURO-ORTHOPEDIC NURSING. During this experience instruction is provided to enable the student to understand the basic principles of orthopedic and neurologic nursing. The course content includes a classification of related conditions, types of treatment, and the implications in defining and describing the nursing needs of patients with diseases of the neuro-musculo-skeletal systems. Special emphasis is placed on the socio-economic, psychological, and educational aspects of the care of the handicapped and on the nurses' role in the rehabilitative program. Every student has experience in the care of orthopedic patients and observation of the total care of patients in the neurologic and rehabilitation units including nursing, physical and social services. Additional opportunity in this area of study is offered to some students in the interneship.

32 hours: theory, clinics, conferences, observations

4 weeks' experience

Miss Donohue

The student helps with rehabilitation.

NURSING CARE OF THE AMBULATORY PATIENT: This experience is planned to provide instruction in the nursing care of the ambulatory patient in the Clinics. As she learns, the student shares in the care and health teaching of the patients and their families and observes steps taken to promote the continuity of care. Classes in Public Health Nursing and health education are given concurrently to help the student give more comprehensive care to all patients. Both teaching and clinic experiences are enriched by individual student observation of the public health nurse in action in a Boston neighborhood for one full day.

20 hours: theory
4 weeks: experience — Mrs. Horton and assistants

Teaching a diabetic patient in the Clinics.

EYE, EAR, NOSE AND THROAT NURSING. Opportunity for observation of ambulatory patients with diseases of the eye, ear, nose and throat is given to all students during their assignment to The Clinic. The principles underlying prevention, treatment, nursing care and rehabilitation are included. Excellent opportunity is provided to learn and to appreciate the socio-economic significance of blindness and deafness.

Observations and practice in caring for children with eye, ear, nose and throat conditions are planned as part of the course in Pediatrics. Other aspects are integrated in Medal-Surgical Nursing. Field trips to Perkins Institute for the Blind and observation at the Winthrop Foundation, and The Clinic for the Deaf, as well as attendance at classes for the laryngectomy patient in "esophageal speech" enrich the content of the course.

34 hours: theory, discussion, and observation

Mrs. Horton and Staff, Miss Fiske, Mrs. Johnsen, Miss Cote

PSYCHIATRIC NURSING. Thirteen weeks are devoted to a study of psychiatric nursing through an affiliation at McLean Hospital. The student is prepared for this study through a continuing emphasis on mental health begun in the Freshman year.

This experience is placed early in the student's program in order that the learning acquired here may be applied in the care of all patients. Understanding of the patients emotional needs becomes increasingly important in nursing. The principles and technics of psychiatric nursing, growing skill in understanding and managing the emotionally ill, the emphasis on mental health, the appreciation of the values of Occupational Therapy and Recreational Therapy all serve to prepare the student nurse better to meet the psychological needs of patients. Unusual recreational and residence facilities for patients make this affiliating experience at the McLean Hospital in Waverley, a particularly pleasant one.

95 hours, theory; 34 hours, ward clinics and conferences; 13 weeks, practice.

OBSTETRIC NURSING

OBSTETRIC NURSING. This instruction and experience is obtained by affiliation at the Boston Lying-In Hospital where courses are given in the basic principles and practices fundamental to obstetric nursing. The program is designed to aid the student in developing a philosophy, an appreciation, and an understanding of the care of the mother and the newborn. Practice includes the techniques of care within the antepartal, intrapartal, postpartal, and neonatal periods. The normal processes are considered first to give a basis for the understanding and recognition of abnormal conditions which may occur during any of the four areas of care. Consideration is given to the socio-economic, psychological, medical, surgical, and health teaching factors pertinent to the well-being of the mother, infant, and family group.
63 hours, theory; 13 weeks, experience.

A new baby goes home.

Baby's bath is fun for all.

NURSING CARE OF THE CHILD. This course is designed to correlate theory with practice so that the student learns to understand her role and functions as a nurse in relation to the development of the child and his needs in health and sickness. In the beginning of the course emphasis is placed upon the normal child as a member of the family and community, and students have the opportunity to observe and participate in the children's clinic and the recreational program as well as on the floors. Community resources are utilized in providing field trips to specialized institutions such as Perkin's School for the Blind, Fernald School, Metropolitan State — children's unit, Joseph P. Kennedy, Jr., Memorial Hospital, and the Juvenile Court.

90 hours: theory, ward conferences

13 weeks: experience

Miss Fiske and assistants

COMMUNICABLE DISEASE NURSING. In this classroom course, which is not correlated with the ward practice, the emphasis is placed on the nature of communicable diseases, the present day patterns and control technics. Multiple opportunities for reinforcement of public health content are afforded. Practice in Nursing Care of the Child is concurrent and usually includes some experiences in communicable disease nursing where the fundamental principles of good aseptic technique are applied. No experience is provided in a segregated communicable disease unit but many opportunities are found for experience in the care of patients with communicable diseases in the general medical and surgical nursing assignments.

30 hours, theory. Mrs. Eckstrom

The new interne dons the School Cap.

Interneship Program

During the interneship, students attend and participate actively in the student nurse interneship conference program — part of which they plan on the basis of their recognized problems and needs. The program units and topics are presented in many ways; problem solving techniques, conferences both large and small groups, demonstrations, panels, and symposia. There is a faculty coordinator who works with student nurse internes and with their ad hoc committees. She coordinates the program with the learnings of the preceding years. She also helps the nurse internes to identify their problems and areas of greatest need and guides them in their investigations, reviews, and conclusions. Every student nurse interne is assigned to one week of comprehensive nursing care of a critically ill patient. During this experience the interne also writes a comprehensive nursing care study. She is assisted in the nutritional aspects of this study by the instructor in nutrition.

Team Nursing

The unit in team nursing is designed to prepare the student nurse interne to function as an intelligent and capable team leader. The unit includes the objectives, values, and general organizational plans for team nursing in the hospital. Assignment methods, team conference technics, nursing care plans, team membership and leadership roles are emphasized, practiced and evaluated.

10 hours — Miss Brown

Student Nurse Interne Seminar

A unit designed on a more advanced level by students and instructor to supplement previous courses and experience in the care of medical and surgical patients. The development of social and judgmental, as well as technical skills, is emphasized.

20 hours — Visiting Doctors and Miss Hardeman

The Group Process

The professional nurse is a member of a group and a team; the nurse citizen is a member of a community group. In both capacities, she needs to understand how groups function, what happens when people work together, what factors help or hinder group development, the rapidly changing membership leadership roles, and action toward a common goal. This unit is designed to help the nurse assume her group responsibilities as a member of a group.

15 hours — Dr. Trowbridge

The student nurse interne, — a team leader.

Nursing in Disaster

In this unit the students bring together the learnings from previous courses which relate to first aid and nursing in disaster. A study of natural and man-made disasters including flood, fire, and nuclear, biological and chemical warfare presents opportunity to work on more complex problems in organization, nursing responsibility, and communications. In this unit the student learns the need for judgment in disaster situations, how the problems of mass care are dealt with, how assignments are made to various levels of workers, the principles of supervision involved in patient care, and how equipment is improvised. Knowledge of the principles and methods of first-aid is prerequisite. The unit is designed to present essential facts and principles which may help the student or later the graduate nurse to function more efficiently in a disaster situation.

First Aid: 10 hours

Nursing in Disaster: 25 hours — Miss Hardeman

PROFESSIONAL ADJUSTMENTS II & III. The second and third units of this course are designed to assist the student in her adjustment to the requirements of graduate life and practice. She becomes acquainted with the professional organizations which exist to help the nurse and the society she serves and reviews the contemporary issues confronting the individual nurse and the profession. Class content also includes a study of the vocational opportunities offered to graduate nurses, the facilities for further preparation to meet increasing responsibilities, and the factors which lead to satisfactory adjustments in the various fields of nursing.
20 hours. Miss Sleeper, Miss Lepper, Miss Stewart

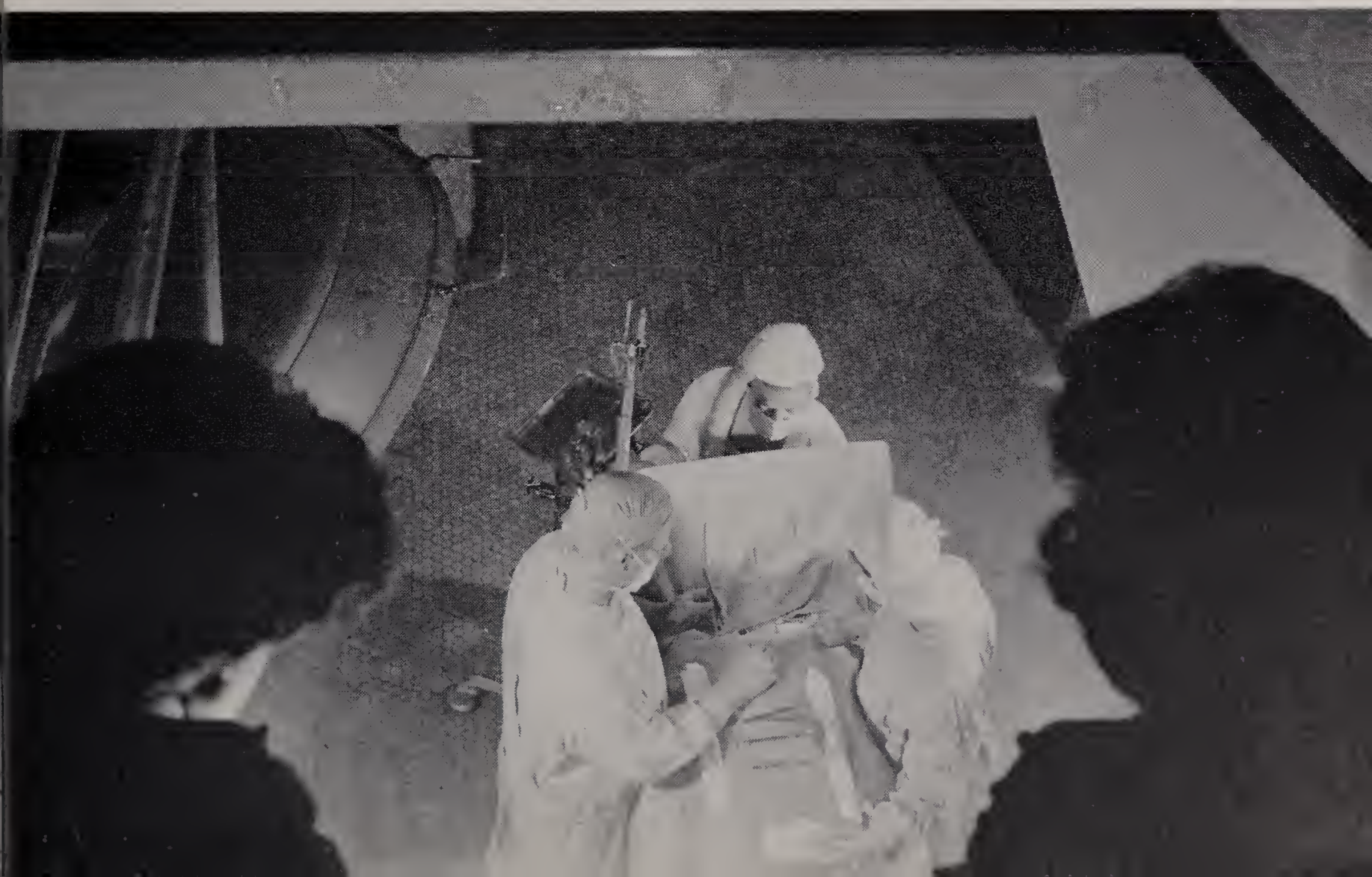
Operating Room Nursing

The operating room nursing course, given entirely in the operating room, is planned to reinforce the basic principles of asepsis as applied in the operating room.

The students are first assigned to the instructor for a brief period of orientation. This is followed by group teaching throughout the experience.

The three operating suites provide a wealth of opportunity to intergrate, under sound supervision, a knowledge of theory with practice as students assist with various techniques used in the operative care of the patient.
29 hours: clinics, conferences; 8 weeks' experience Mrs. Calnan

. . . from the amphitheatre.



Typical Program Plan

INTRODUCTORY COURSES	Hour of theory including clinical conferences	Hours of clinical experience observation discussion demonstration practice
*Anatomy and Physiology	100	
**Chemistry	60	
*Microbiology	45	
*Health Education	16	
Human Relations Seminar	22	
Orientation	15	
Personality Backgrounds	85	
Social Backgrounds in Nursing	56	
**Introductory Nursing	140	158

CLINICAL COURSES		Weeks of Clinical Experience
Nutrition and Diet therapy	60	4
**Medical-Surgical Nursing (including gynecology and urology)	216	24
History of Nursing	27	
Neuro-orthopedic Nursing	32	4
Nursing Care of the Ambulatory Patient	20	4
Eye, Ear, Nose and Throat Nursing	34	
Psychiatric Nursing	129	13
Obstetric Nursing	63	13
Nursing Care of the Child	90	13
Communicable Disease Nursing	30	

INTERNESHIP PROGRAM	Hour of Conferences	Weeks of Experience
Team Nursing	10	
Student Nurse Interne Seminar	20	
The Group Process	15	
Nursing in Disaster	25	
First Aid	10	
Professional Adjustments II & III	20	
Senior Clinical Practice		
Operating Room Nursing	29	8
Elective Practice		8
Assigned Senior Practice in Medical-Surgical Nursing		32

*Included in first and second year courses
**Includes Pharmacology

A TYPICAL ROTATION PLAN for the DIPLOMA STUDENT

FIRST YEAR

SEPT. OCT. NOV.	DEC.	JAN. FEB.	MAR. APR. MAY	JUNE JULY AUG.
Social Sciences Biological and Physical Sciences Orientation Human Relations Seminar Nutrition Personality Backgrounds Nursing	VAC. 2 weeks	Social, Biological and Physical Sciences (Continued)	Medical-Surgical Nursing with Integrated Nutrition and Science Content Personality Backgrounds	VAC. 2 weeks Medical-Surgical Nursing (Continued)
Field Trips, Clinic Observations, Participation in Play Activity with Children, and in Meeting Needs of Ambulatory Patients 3 hours weekly		20 hours clinical experience weekly	General Medicine 8 weeks includes 1 week of Applied Nutrition Experience Gyne-cology 4 wks.	General Surgery 12 weeks Includes 1 week of Recovery Room and Applied Microbiology Experience

SECOND YEAR

SEPT. OCT. NOV.	DEC. JAN. FEB.	MAR. APR.	MAY JUNE JULY AUG.
Pediatric Nursing History of Nursing Communicable Disease	Obstetric Nursing	Ambulatory and Eye, Ear, Nose and Throat Nursing	Neuro-Ortho-pedic Nursing Psychiatric Nursing
Pediatrics 13 weeks	Obstetrics 13 weeks	The Clinics 4 wks.	VAC. 4 weeks Ortho-pedics 5 wks. Psychiatry 13 weeks

THIRD YEAR

SEPT. OCT. NOV. DEC. JAN. FEB. MAR.	APR.	MAY JUNE JULY AUG.
Operating Room Nursing Interne Conferences Team Nursing Seminar Group Process Professional Adjustments	VAC. 4 weeks	First Aid Nursing in Disaster
Operating Room 8 weeks Practical Interneship Advanced Clinical Practice Including Specialties		Practical Interneship (Continued)

THE CO-ORDINATED PROGRAM
CONDUCTED BY
RADCLIFFE COLLEGE
AND THE
MASSACHUSETTS GENERAL HOSPITAL
SCHOOL OF NURSING
1958-1959

The Co-ordinated Program

Radcliffe College — Massachusetts General Hospital
School of Nursing

Nursing offers many different opportunities for young women with varying degrees of education. To achieve the goals generally accepted for those who are to make significant contributions, young women are needed who possess the scholastic ability, social competence, and characteristics of leadership to be found among students in liberal arts colleges of highest standing. Modern nursing plays an extremely important part in the promotion of health, the prevention of disease, and the care and rehabilitation of the sick. The psychological, social, and economic aspects of such programs necessitate an education which will contribute to the development of understanding in these areas. Substantial knowledge of her cultural inheritance, ability to evaluate problems critically and in perspective, and independence of thought and action added to a sound knowledge of nursing should enable a nurse to make her full contribution as a member of the professional team.

The purpose of the Co-ordinated Program is to prepare young women, with wide and diversified interests and a sound college education, to practice professional nursing. As do the graduates of other professional schools, so should these young women gain fundamental graduate experiences before assuming the responsibilities and leadership of more advanced positions to which they may progress steadily thereafter. The challenges of many fields of nursing are open to a graduate of this program. Because of the background and intellectual discipline acquired at college, opportunities for creativity and originality may be provided for the learner as she studies nursing and for the graduate as she finds a rewarding position in her chosen field of nursing. The baccalaureate degree in liberal arts enables a graduate of this program to study for the master of arts degree if she wishes to continue her education. Her wide acquaintance with college friends in many fields helps to keep her in touch with developments outside of her own professional sphere while her choice of an undergraduate field of study provides not only for her continuing interest in her concentration but for opportunities to relate it to her professional activities. The combination of her college with her nursing education enriches her initial study of nursing and may lead to fascinating potentials in pub-

lic health nursing, nursing education, writing, or research in nursing and medical areas.

COMMITTEES

JOINT COMMITTEE OF THE TRUSTEES OF RADCLIFFE COLLEGE AND THE MASSACHUSETTS GENERAL HOSPITAL

RADCLIFFE COLLEGE
Mrs. Gardiner H. Fiske
Mrs. Henry A. Murray

MASSACHUSETTS GENERAL HOSPITAL
Mr. John Lawrence
Mr. Lloyd D. Brace
Mrs. Robert Homans

ADVISORY
Chairman, Mrs. Harris Fahnestock

ADMISSIONS AND SCHOLARSHIPS
Director of Admissions, Miss Constance Ballou

CURRICULUM
Chairman, Miss Sylvia Perkins

For committees on Health, Library, Student-Faculty Relationships, see pages 21-23.

ADMINISTRATIVE OFFICERS AND FACULTY

Ruth Sleeper, R.N., M.A., L.H.D., D.Sc., Director, School of Nursing

Sylvia Perkins, R.N., M.A., Assistant Director, School of Nursing and Chairman, Coordinated Program

Jessie Stewart, R.N., Ed.M., Assistant Director, School of Nursing and Chairman, Diploma Committee

Henrietta L. Golec, R.N., M.A., Assistant to Chairman, Coordinated Program and Senior Clinical Instructor, Medical and Surgical Nursing

Alice M. McDerby, R.N., M.A., Clinical Instructor, Medical-Surgical Nursing

Tirzah J. Sweet, R.N., M.S., Instructor of Public Health Nursing

Jo Ann Doyle, B.S. in Ed., Instructor in Principles of Nutrition and Clinical Nutrition

Undergraduate courses in the physical, biological and social sciences are either offered at Radcliffe or at the School of Nursing by faculty secured expressly for students in this program. The Chairman of the Coordinated Program and the Associate Dean of Instruction at Radcliffe consider each year the courses at the college best suited to help students gain the needed concepts from the General Education requirements and the area of social sciences. Each student has the opportunity to choose the courses that fit best in her program.

One of the outstanding advantages of this program is that a student who is vitally interested in a full and rich education in liberal arts is free to pursue the concentration that she chooses at college. Requirements of the Nursing program do not interfere.

In the clinical years of the program, lecturers selected from the rich resources of the medical staff and specialists in various areas as social work and physical therapy are utilized consistently.

CALENDAR

The courses given at the School of Nursing during the four undergraduate years follow, in general, the academic schedule of Radcliffe College. Notices from the office of the chairman of the Coordinated Program at the School of Nursing are sent to each student at the beginning of the year which provide the information needed concerning dates, time, place of meeting and the like.

There are thirteen meetings planned for every half-course (one semester) and twenty-six meetings for a full course (two semesters). The length of the class meetings will vary according to the total hours of the course. In an effort to diminish the number of classes held away from the college, one meeting per course per week is the usual plan. A student must keep open the afternoon of the day on which her course falls. Not more than two courses may be taken at the School of Nursing by a student in any term. To facilitate program planning, the Associate Dean of Instruction at Radcliffe is kept informed about the days on which the courses are given at the School of Nursing.

Requirements of the Approving Authority for Schools of Nursing in Massachusetts must be met for a student to be eligible for licensure to practice Nursing. Therefore, student records must show a minimum attendance of 85% of the total hours for each course.

ADMISSION

Correspondence and requests for application blanks and catalogues should be sent to the Director of Admissions, Radcliffe College, Cambridge, and to the Massachusetts General Hospital School of Nursing, Boston 14, Massachusetts. It is important to signify interest in the Coordinated Program in Nursing when writing to either institution.

Each student files an application at the School of Nursing, which should be accompanied by a $10.00 fee. This application should not be confused with the one which is to be filed at Radcliffe College. Checks are made out to the Massachusetts General Hospital School of Nursing and addressed there. The fee is not refundable.

Prospective students and their families are cordially invited to visit the hospital. When an applicant is given an appointment for a personal interview at Radcliffe College, she should then write to the Chairman, Co-ordinated Program at the Massachusetts General Hospital School of Nursing requesting an interview there on the same day if it can be arranged. The sequence of these interviews may be arranged to fit the time schedules of all concerned. Other applicants may be interviewed by a designated alumna of the College or School of Nursing who lives in the area near the applicant.

Students are approved for admission to this program by the Joint Admissions Committee. A student is admitted to the School of Nursing as well as to Radcliffe College. A student previously admitted to Radcliffe or admitted as a transfer student may be admitted to this program providing she may start courses given by the School of Nursing in September of her sophomore year. This means that a sophomore will carry two courses in this same year at the School of Nursing.

GUIDANCE PROGRAM AND EVALUATION

Because the ratio of instructors to students is a very desirable one, there is opportunity for all to know each other and for the student to have whatever personal guidance is indicated and desired. The instructors responsible for the nursing courses provide the guidance in nursing experience in the clinical areas. Progress toward the gradual attainment of her professional goals is reviewed regularly by the student with her instructors.

In addition, informal meetings are held when the students and

faculty discuss the program, evaluate the courses, propose changes and innovations that one or both groups would like to consider.

Some meetings of this type are held by President Jordan after an informal tea at his home. Students from each of the four undergraduate classes and from the two clinical groups in this way learn to know each other and the administrative officers of the program. The Deans of Instruction and the Director of the School of Nursing arrange similar meetings. The Chairman of the Co-ordinated Program at the hospital has meetings with groups and individuals. Students in the clinical portion of the program on affiliation at special agencies are visited, also, to maintain continuous evaluation of these experiences in terms of the students' growth and satisfactions in Nursing. Students contribute to the curriculum planning at all levels.

HEALTH PROGRAM, VACATIONS, CARE OF ILLNESS, SICK LEAVE

During the four college years, the health program is that of Radcliffe College. If a student enrolled in the Co-ordinated Program requires particular diagnostic measures or hospitalization, the doctor in charge of the Radcliffe health center provides a written request for such services to the School of Nursing. The problem of each student is considered individually when it occurs. The medical staff and the clinical facilities of the Massachusetts General Hospital are utilized as indicated. Members of the staff of the School of Nursing follow the care of the student until she returns to the college health center or thereafter if any therapeutic plan is involved.

During the regular college terms of the four academic years, the college vacation periods are observed. In either the Freshman or the Sophomore summer, an eight week summer session is held at the School of Nursing for the purpose of providing instruction in the remaining science courses which are prerequisite to the Study of Fundamentals of Nursing, Principles of Nutrition, and Clinical Nursing. This summer program is scheduled for alternating summers. It will be apparent that by this arrangement, students will have completed the preclinical foundation by the time of graduation from Radcliffe. The schedule for the summer session is planned so that two or three weeks of vacation precede and about six weeks follow the end of the term. After commencement and before entering the clinical part of the program, there is also

a vacation. Four weeks of vacation are provided before the second clinical year is started. This vacation may be scheduled in July or at another time depending on plans being made with the various agencies utilized for cilnical experience.

A period of twenty-one days in the clinical portion of the program may be allowed for sick leave. Leaves of absence may be granted by the Chairman of the Program in emergencies. All time other than the sick leave allowance must be made up and all courses must be satisfactorily completed before a student is eligible for graduation and to take her Board examinations in Nursing.

REQUIREMENTS FOR ADVANCEMENT AND GRADUATION

Any student whose academic standing at Radcliffe College necessitates withdrawal from the college, is automatically withdrawn from enrollment in the Co-ordinated Program.

The established system of grading in operation at the Massachusetts General Hospital School of Nursing is used for all courses offered to students at the School of Nursing. Any student whose scholastic achievement or nursing practice rating merits warning is so notified. Removal of low standing in the following clinical period is obligatory for acceptable standing in the School.

Creditable achievement in meeting all requirements in the preclinical and clinical programs is basic to graduation from the School of Nursing.

SCHOLARSHIPS AND LOANS; WORK OPPORTUNITIES

The Trustees of Massachusetts General Hospital are prepared to offer a limited number of scholarships and loans to applicants and to enrolled students who qualify and who are in need of financial aid. All candidates enrolled will also be eligible for assistance from Radcliffe College scholarship funds in precisely the same terms as other Radcliffe students.

Work opportunities at the Massachusetts General Hospital may be available to interested students. Application should be made to the Chairman, Co-ordinated Program. Financial need, health, and scholastic standing will be reviewed.

TUITION AND FEES FOR THE SCHOOL OF NURSING

During the college years, the student will pay the regular fees to Radcliffe College as announced in that catalogue. Courses in the School of Nursing which are longer or shorter than the standard half or full courses are charged for proportionately. Tuition and fees for the School of Nursing are listed below:

PRECLINICAL YEARS

Freshman—	
Survey of Nursing — full course	$ 75.00
Summer Session — courses equivalent to 3 terms	
Anatomy and Physiology	100.00
Biochemistry	100.00
Room in School of Nursing dormitory	60.00
Meals — students pay for their own meals and should allow about $1.50 per day to eat in the Hospital cafeteria	
Books, approximately $25.00	
Sophomore—	
Microbiology — full course	$ 75.00
Junior—	
Nutrition — half course	40.00
Fundamentals of Nursing — half course (an integral part of course of the same title in Senior year)	40.00
Senior—	
Fundamentals of Nursing* — full course	$ 75.00
Uniforms	60.00
Total	$ 625.00

CLINICAL YEARS—

Approximate Tuition and Fees Total	$ 915.00

The costs of this period are divided between the first and second clinical years. All payments are made to the Massachusetts General Hospital School of Nursing.

*School uniforms are required for this course and must be ordered before June of the Junior year.

Clinical Years — two calendar years starting approximately July 5 of the Senior year. A vacation of four weeks is included before the second series of experiences begin.

The learning experiences in these two years include the concepts and practices needed by the professional nurse concerned with health preservation, disease prevention, and the care of patients who are acutely or chronically ill. The length of each term depends on the experimental setting and the needs of the students. The sequence may differ from year to year but included are:

> Medical and Surgical Nursing, Psychiatric Nursing, Maternity Nursing, Pediatric Nursing, Tuberculosis Nursing, Public Health Nursing, Advanced Clinical Nursing.

In addition to the theory and practice involved in each of these areas, there are given concurrently courses in the Prevention and Control of Communicable Diseases, Historical Backgrounds of Nursing, Professional Concerns and Opportunities, and Senior Seminar.

At the present time, board and room are furnished by the agency to which the student is assigned. When the student is in the two clinical years of her educational program, total costs will reflect this remission of charges for board and room. The costs of books and uniforms are subject to change as prices vary. Tuition costs if they increase will be announced as soon as possible.

Students

CLASS OF 1958-1959

SEPTEMBER SECTION

Donna M. Allen, Dorchester, Mass.
Gail L. Anderson, Fairfield, Me.
Beverly A. Archambault, Ware, Mass.
Beverly M. Armstrong, S. Woodstock, Conn.
Carol E. Avery, Concord, N. H.
Edith M. Barboza, Jersey City, N. J.
Anne Barry, New Bedford, Mass.
Eleanor F. Bauer, Meriden, Conn.
Mary C. Bayles, Pittsburgh, Penna.
Mary R. Beaubien, Boston, Mass.
Marcia A. Belsky, Orange, Mass.
Andrea J. Blamire, Methuen, Mass.
Marjorie E. Blyth, Watertown, Mass.
Janet C. Bolcome, Gloucester, Mass.
Joyce M. Branton, Dalton, Mass.
Virginia L. Brayton, New Bedford, Mass.
Barbara D. Brown, Boston, Mass.
Joan M. Cameron, Brighton, Mass.
Nina I. Cameron, Billerica, Mass.
Barbara L. Christensen, Boston, Mass.
Annette C. Cinq Mars, Boston, Mass.
Beverly A. Cole, Wilmington, Mass.
Rita J. M. Coombs, Hyde Park, Mass.
Sandra J. Crowley, Franklin, N. H.
Suzanne V. Croteau, Boston, Mass.
Sylvia M. Davison, Duxbury, Mass.
Carol P. Degler, Brighton, Mass.
Frances P. Devitt, Hull, Mass.
Janet D. Donohue, Natick, Mass.
Ann M. Floyd, Middleton, Mass.
Judith R. Garfunkel, Watertown, Mass.
Ruth A. Gedies, Arlington, Mass.
Barbara K. Gernhardt, Hartford, Conn.
Elaine Gordon, Newton, Mass.
Catherine R. Goss, Winchester, Mass.
Nola E. Grondin, Rochester, N. H.
Janet Hames, Dorchester, Mass.
Carol H. Harkness, Hershey, Penna.
Joanne Hartford, Greenland, N. H.
Gail F. Henderson, Beverly, Mass.
Patricia M. Hugg, Boston, Mass.
Susan R. Hull, Cambridge, Mass.
Janice R. Jacobson, Hyannis, Mass.
Elizabeth R. Johnson, Camden, Me.
Vartig Kalajian, Boston, Mass.
Loretta Kulmus, Brattleboro, Vt.
Cynthia J. Larson, Pawtucket, R. I.
Audrey E. Lawson, Watertown, Mass.
Barbara H. L'Heureux, Providence, R. I.
Karen I. Lindahl, Dorchester, Mass.
Judith A. Madden, Woburn, Mass.
Pauline D. McBrine, Watertown, Mass.
Frances McCabe, Jamaica Plain, Mass.
Mary M. Montague, Pawtucket, R. I.
Margaret R. Mooney, W. Warwick, R. I.
Claire I. Muldowney, Hyannis, Mass.
Marilyn I. Palmer, No. Quincy, Mass.
Elaine B. Paquette, Central Falls, R. I.
Sheila O. Peck, Ablington, Mass.
Ann T. Peppard, W. Newton, Mass.
Mary L. Perrin, Concord, Mass.
Eleanor B. Perry, Boston, Mass.
Ella R. Potter, Concord, Mass.
Carrol M. E. Schillemat, Hyde Park, Mass.
Janet W. Silveria, Boston, Mass.
Marguerite H. Simons, Boston, Mass.
Carol A. Smith, Catskill, N. Y.
Barbara K. Stewart, Franklin, N. H.
Suzanne Stowell, W. Bethel, Me.
Jane E. Thompson, Roslindale, Mass.
Rosamond W. Thorp, Boston, Mass.
Sally L. Tripp, Glenside, Penna.
Susan J. Truby, Altoona, Penna.
Delthia L. Vilasuso, Brewer, Me.
Nancy Wall, Medford, Mass.
May C. O. Yee, Roxbury, Mass.

MARCH SECTION

Nancy D. Bassett, Durham, N. H.
Maxine E. Clark, Caribou, Me.
Dolores D. DeBartolo, Westerly, R. I.
Mary E. Duggan, Malden, Mass.
Eleanor Dyer, W. Hartford, Conn.
Roberta A. Fitzgerald, N. Providence, R. I.
Mary E. Flannery, Roxbury, Mass.
Gail Kent, Scituate, Mass.
Barbara B. King, Dorchester, Mass.
Ruth F. Mann, Canterbury, N. H.
Amanda McCrea, Jersey City, N. J.
Judith B. Palmer, Brockline, Mass.
Mary J. Romeo, Everett, Mass.
Roslyn C. Ruggiero, Lawrence, Mass.
Jamin E. Schofield, Hingham, Mass.
Suzanne M. Seymour, Yarmouthport, Mass.
Gene P. Shaffer, Pawtucket, R. I.
Marilyn H. Thayer, Riverside, R. I.
Alice B. Wright, E. Hartford, Conn.

CLASS OF 1959-1960

SEPTEMBER SECTION

Jane R. Adams, Towson, Md.
Carol Anderson, Medfield, Mass.
Ruth D. Bailey, Goffstown, N. H.
Lucille M. Baker, Whately, Mass.
Sandra A. Barrasso, Medford, Mass.
Virginia L. Bates, Marblehead, Mass.
Eileen M. Blackman, Waltham, Mass.
Ruth M. Blandford, Wollaston, Mass.
Elizabeth G. H. Boddy, Millinocket, Me.
Lynn C. Bogart, Santurce, Puerto Rico
Joanne E. Brabec, Fort Edward, N. Y.
Barbara J. Buckman, Middleboro, Mass.
Joan M. Cardarelli, Hopedale, Mass.
Mary J. Carney, Dedham, Mass.
Melba J. Cederholm, Hopedale, Mass.
Ernestine D. Chaleki, Uxbridge, Mass.
Maureen F. Cleary, Maynard, Mass.
Martha R. Coggeshall, Hingham, Mass.
Barbara F. Cole, Wilmington, Mass.
Mary A. Coyne, Dorchester, Mass.
Sheila M. Cram, Beverly, Mass.
Judith M. Crosby, Diablo, Canal Zone
Esther Crossman, Milton, Mass.
Mary R. Diguette, Worcester, Mass.
Marie T. Dubois, Pinehurst, Mass.
Betty J. Duval, Williamstown, Mass.
Judith M. Elvander, E. Sandwich, Mass.
Marlene J. Fantelli, Saco, Me.
Marie T. Faris, Warren, R. I.
Joan P. Fernandez, E. Weymouth, Mass.
Diane V. Floyd, Worcester, Mass.
Jacquelyn L. Flynn, Amesbury, Mass.
Barbara A. Frank, Knoxville, Tenn.
Judith Freeman, Bethel, Maine
Carol French, Fairhaven, Mass.
Patricia J. Friss, E. Hartford, Conn.
Mary K. Furber, Haverhill, Mass.
Judith A. Gates, West Acton, Mass.
Katherine J. Glendenning, Wakefield, Mass.
Diane L. Hagenbarth, Paulsboro, N. J.
Carol A. Harris, Winchendon, Mass.
Jane L. Hartwell, Mansfield, Mass.
Phyllis E. Harvey, Rumford, R. I.
Victoria A. Hatch, Melrose, Mass.
Jane M. Henrick, Andover, Mass.
Delores A. Jakubczyk, Indian Orchard, Mass.
Margo Johnson, New Haven, Conn.
Ella M. Ladd, Waterville, Me.
Claudette S. Lajoie, Worcester, Mass.
Valerie C. Leveille, Methuen, Mass.
Elisabeth A. Linden, Hyde Park, Mass.
Mary A. McCarthy, Peabody, Mass.
Alice A. McCraith, S. Weymouth, Mass.
Carol A. McSweeney, Milton, Mass.
Sung In Moon, Seoul, Korea
Carol M. Moore, Glastonbury, Conn.
Carol A. Mustonen, Walpole, Mass.
Janet E. Oberg, Worcester, Mass.
Priscilla A. Parrish, Great Barrington, Mass.

Ruth A. Perrotti, Dorchester, Mass.
Penelope Perry, Hingham, Mass.
Barbara J. Petroff, Bristol, Conn.
Barbara A. Phaneuf, Bristol, Conn.
Nancy L. Pierce, Gloucester, Mass.
Ellen J. Pilcher, Wilmington, Mass.
Lorraine R. Roy, Southbridge, Mass.
Sandra E. Shattuck, Nashua, N. H.
Patricia D. Smethurst, Marblehead, Mass.
Elizabeth A. Stewart, Worcester, Mass.
Nancy J. Sturtevant, Pelham, N. Y.
Eunice M. Tankard, Pawtucket, R. I.
Barbara F. Teague Cambridge, Mass.
Janet L. Trask, Hyde Park, Mass.
Eleanor A. Treinas, Worcester, Mass.
Lorraine F. Turner, Roslindale, Mass.
Elizabeth B. Ultsch, Hempstead, L. I., N. Y.
Sharon M. Walls, Millinocket, Me.
Patricia L. Wash, Boston, Mass.
Nancy S. West, Brockton, Mass.
Carolyn L. Wortman, W. Medford, Mass.
Emilene J. Zahka, Arlington Hgts., Mass.

MARCH SECTION

Linda M. Batchelder, Hudson, Mass.
Charlane A. Bauer, Ann Arbor, Mich.
Joanne Blanchette, Wilton, N. H.
Barbara A. Borst, Springfield, Mass.
Marita J. Bragg, Norman, Okla.
Eleanor M. Chamberlain, Scituate, Mass.
Ann Creeron, Arlington, Mass.
Rosa Esposita, Shrewsbury, Mass.
Sandra Fish, Chagrin Falls, Ohio
Jane A. Goodwin, Swampscott, Mass.
Grace N. Kennedy, Worcester, Mass.
Susan E. Kenyon, Jefferson, N. H.
Sandra Levine, Worcester, Mass.
Brenda C. Locke, Duxbury, Mass.
Gail C. MacNeil, W. Somerville, Mass.
Marilyn S. Mallinson, West Haven, Conn.
Shirley J. Matweef, Uncasville, Conn.
Susan J. Murphy, Fairhaven, Mass.
Mary J. Nassar, Windham, N. H.
Helen J. Orsini, So. Glens Falls, N. Y.
Loretta E. A. Petersen, Brooklyn, N. Y.
Gail E. Porter, Danvers, Mass.
Charlotte A. Rudolph, Londonderry, N. H.
Helen L. Schwartz, Rockport, Mass.
Cheryl D. Smethurst, Concord, Mass.
Edwina O. Steward, Skowhegan, Me.
Joyce M. Taylor, Fredericton, N. B., Canada
Shirley J. Tryon, Middleton, R. I.
Barbara J. Vincent, Gardner, Mass.
Priscilla R. Webster, Belmont, Mass.
Jean A. Zoller, Springfield, Mass.

CLASS OF 1960

SEPTEMBER

Barbara L. Amoling, Roslindale, Mass.
Joanne L. Atwood, Wareham, Mass.
Janet A. Babcock, Easthampton, Mass.
Mildred H. Baker, Baltimore, Md.
Rosalie A. Ballard, Dalton, Mass.
Pamela M. Balme, Poughkeepsie, N. Y.
Jone E. Baltzell, Pawtucket, R. I.
Angela R. Barille, Norwich, Conn.
Laura J. Baruffi, E. Boston, Mass.
Patricia A. Beasley, Wakefield, Mass.
Barbara Bennett, Methuen, Mass.
Lyn H. Bidgood, Paoli, Penna.
Virginia G. Blaisdell, Pemaquid, Me.
Anne L. Bradley, Woonsocket, R. I.
Mary A. Brambilla, West Roxbury, Mass.
Dona L. Bridges, Springvale, Me.
Mary E. Brown, W. Springfield, Mass.
Catherine A. Bruce, Exeter, N. H.
Patricia Cantwell, Medford, Mass.
Mary N. Capp, Portland, Me.
Mary M. Cole, Milford, Conn.
Sandra C. Corey, Bristol, Conn.
Patricia A. Coulter, Plainfield, N. J.
Judith C. Craig, New Britain, Conn.

Lila M. Crowley, Chelmsford, Mass.
Regina Dalmain, Bristol, Conn.
Diana d'Elseaux, Winchester, Mass.
Elaine A. D'Entremont, Peabody, Mass.
Carol A. DiPalma, E. Boston, Mass.
Ramona A. Drinkwater, Camden, Me.
Marilyn C. Eggertsson, Winthrop, Mass.
Lorraine E. Elder, Lakeville, Conn.
Sandra L. Estes, Dalton, Mass.
Joanne M. Ferro, Marlborough, Mass.
Dorothea Findlay, Westwood, Mass.
Lynda C. Fleming, Worcester, Mass.
Suzanne Fortier, Scardsdale, N. Y.
Patricia Frazier, Quincy, Mass.
Carol H. Frost, Worcester, Mass.
Barbara P. Fuszek, Spring Church, Penna.
Patricia F. Gagliard, Dedham, Mass.
Judith A. Garran, No. Quincy, Mass.
Mary E. Gordon, W. Newton, Mass.
Joanne J. Graf, Guilford, Me.
Shirley E. Gray, Portland, Me.
Diane E. Greany, Attleboro, Mass.
Gail Greenwood, Beverly, Mass.
Christine E. Gundal, W. Roxbury, Mass.
Maryanne L. Hall, Brooklyn, N. Y.
Judith G. Hemsworth, Woburn, Mass.
Joan C. Herrmann, W. Hartford, Conn.
Letty A. Howard, Guilford, Me.
Jane C. Howe, Worcester, Mass.
Faye P. Humphreys, W. Rutland, Vt.
Carol L. Johnson, Attleboro, Mass.
Sandra L. Johnson, Attleboro, Mass.
Gail Jordan, Lochmere, N. H.
Katherine M. Keating, Gloucester, Mass.
Anne P. Keiran, Roslindale, Mass.
Helen P. Kent, Cambridge, Mass.
Mary A. Keogh, E. Hartford, Conn.
Gayle D. King, Newport, R. I.
Judith A. Kingston, Haverhill, Mass.
Susan V. Kuehn, Wilbraham, Mass.
Barbara E. Larson, Dorchester, Mass.
Anne J. Leahan, Milton, Mass.
Elizabeth J. LeCain, Tucson, Arizona
Patricia A. Lescalleet, Frederick, Md.
Jacquelyn I. L'Esperance, Worcester, Mass.
Loretta Lugaresi, Haverhill, Mass.
Helen L. Lunetta, Medford, Mass.
Louise A. Lynch, Hyde Park, Mass.
Lucinda E. Lynch, Bangor, Me.
Arlene I. Maher, W. Hartford, Conn.
Patricia A. Maher, Wethersfield, Conn.
Joan M. Masterson, Providence, R. I.
Janice D. McCormack, W. Newton, Mass
Janice McGarvey, Stoughton, Mass.
Maureen M. McKeown, Lynn, Mass.
Nancy G. McMahon, Revere, Mass.
Judith A. McNeil, Milwaukee, Wisc.
Adrienne A. Menoche, Taunton, Mass.
Sigrid E. Miller, Penacook, N. H.
Eileen R. Mino, Glastonbury, Conn.
Ellen Moncy, Winchester, Mass.
Suzanne Moore, Worcester, Mass.
Katherine P. Morrow, N. Chelmsford Mass.
Patricia J. Mueller, W. Hartford, Conn.
Mary K. Mulhern, Worcester, Mass.
Lee C. Mullowney, Duxbury, Mass.
Martha L. Nelson, S. Natick, Mass.
Jane A. Nickerson, Brockton, Mass.
Susan Noble, Quincy, Mass.
Barbara Padelford, Fairhaven, Mass.
Maureen M. Philoon, Livermore, Me.
Sheila J. Poules, Hubbardston, Mass.
Mary L. Quinn, Bristol, Conn.
Elizabeth A. Rafferty, Wakefield, Mass.
Roberta F. Rawson, Westwood, Mass.
Marilyn C. Ray, Westwood, Mass.
Mary E. Remeschatis, Manitowoc, Wisc.
Jocelyn Rhodes, Gloucester, Mass.
Kate L. Rosenfield, Revere, Mass.
Phyllis E. Ryder, Putney, Vt.
Janice R. Santos, Newport, R. I.
Mary J. Schofield, S. Boston, Mass.
Sandra Seibert, Waterloo, Iowa
Carol C. Sharp, Pompton Lakes, N. J.
Carol A. Slack, Teaneck, N. J.
Monalee Smith, West Brooksville, Me.
Nancy L. Smith, Huntington, N. Y.
Nancy H. Staker, Exeter, N. H.
Caroline E. Stone, W. Newton, Mass.
Cynthia C. Story, Pigeon Cove, Mass

Donna Sweeney, Boston, Mass.
Inez L. Sylvester, Williamstown, Mass.
Patricia L. Toas, Centerville, Mass.
Eleanor V. Tomasian, Worcester, Mass.
Beverly W. Towle, Portsmouth, R. I.
Hope Truesdell, Cohasset, Mass.
Charlotte P. Tucker, Springfield, Mass.
Nancy L. Tupper, Chocorua, N. H.
Linda M. Walker, N. Brookfield, Mass.
Muriel V. Waugh, Woonsocket, R. I.
Rogene E. Weed, Woodsville, N. H.
Cynthia F. Wellman, Ashville, N. Y.
Nancy E. Wheaton, Woburn, Mass.
Loretta A. Witkins, Wilson, Conn.
Madelyn M. Wolke, Tenafly, N. J
Janice L. Wood, Hamilton, Mass.
Patricia Woods, Worcester, Mass.
Karole J. Zeller, No. Stonington, Conn.

DEGREE PROGRAM

Radcliffe College — Massachusetts General Hospital School of Nursing

CLASS OF 1959

Anne Taylor . . . . . Marion, Mass.

CLASS OF 1960

Agnes E. Duff . . . . . Pittsburgh, Penna.
Judith B. Todd . . . . . Somerville, Mass.

CLASS OF 1961

Nancy Hannaford . . . . . Brockton, Mass.
Allison Keith . . . . . Rochester, Minn.
Anne Shaw . . . . . Brookline, Mass.

CLASS OF 1962

Katharine Bolster . . . . . Cambridge, Mass.
Lucy Eayrs . . . . . Newton Highlands, Mass.
Caroline Greve . . . . . St. Louis, Mo.
Priscilla Hursh . . . . . Asheville, N. C.
Mary Hurst . . . . . So. Weymouth, Mass.
Zoe Paris . . . . . Rochester, N. Y.
Judith Rawle . . . . . Norton, Conn.

CLASS OF 1963

Carolyn Cook . . . . . Beverly, Mass
Lois Josyln . . . . . San Jose, Calif.
Margot Smith . . . . . Dorchester, Mass.